



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

'That they shall have life, life in all its fullness!' John 10:10
'Achieving great things through learning and growing together in a love-filled Christian family'

Year 4 Summer 1 2024 Curriculum Overview

English

Key Vocabulary

- Narrative (on How to be a Viking) - plot, proofread, amend, create, settings, characters, plot, narratives, organise, paragraphs, theme, explore, identify, collect, noun phrases, complex sentences, adverb starters, fronted adverbials, apostrophes, singular, plural, clauses, analyse, box -up, characterisation, vocabulary, emphasis, suspense, generate
- Information Texts/Booklets (about Vikings/Anglo Saxons)- intonation, expression, context, navigate texts, contents, indexes, locate, retrieve, scan, analyse, evaluate, summarise, non-fiction, clauses, research, purpose, audience, structure

Key Learning

- **Narrative**

Pupils will: write narratives with a clear beginning, middle and end with a clear plot; proofread and amend their own and others' writing with growing confidence; create more detailed settings, characters and plot in narratives; organise their writing into paragraphs around a theme; explore, identify, collect and use noun phrases ; create complex sentences with adverb starters; use commas to mark clauses in complex sentences; create sentences with fronted adverbials for where; use commas after fronted adverbials; link ideas across paragraphs using fronted adverbials for when and where; use apostrophes for singular and plural possession; use different sentence structures; read and analyse narrative in order to plan their own versions; discuss and record ideas for planning e.g. boxing-up text types to create a plan; develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense; generate and select from vocabulary banks e.g. adverbial phrases and technical language.

- **Information Texts/ Booklets**

Pupils will: use punctuation to determine intonation and expression when reading aloud to a range of audiences; explain the meaning of key vocabulary within the context of the text; navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen; scan for dates, numbers and names; identify main ideas drawn from more than one paragraph and summarise these; analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning; analyse and evaluate how specific information is organised within a non-fiction text; prepare for research by identifying what is already known about the subject and key questions to structure the task; explain how paragraphs are used to order or build-up ideas, and how they are linked; use commas to mark clauses in complex sentences; identify, select and use determiners; read and analyse non-fiction in order to plan their own versions; identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction; discuss and record ideas for planning e.g. boxing-up text types to create a plan; use paragraphs to organise writing in non-fiction texts; generate and select from vocabulary banks.

Maths

Key Vocabulary

- Decimals -fraction decimal decimal Equivalent decimal tenths decimal hundredths decimal point round compare part whole model
- Money - decimals, convert, pounds, pence, compare, money, amounts, estimate, calculate, solve problems
- Time - years, months, weeks, days, hours, minutes, seconds, convert, analogue, digital, 24 hour clock.

Key Learning

Decimals - Pupil will: recognise that tenths are made when dividing an object by 10 and hundredths are made when dividing an object by 100. They will learn to write these as both fractions ($\frac{1}{10}$ and $\frac{1}{100}$) and as decimals (0.1 and 0.01); recognise and write decimal equivalents of any number of tenths or hundredths (for example, $\frac{3}{10}$ can be written as 0.3 or 0.56 can be written as $\frac{56}{100}$); count up and down in tenths and hundredths: compare numbers with the same number of decimal places (for example, being able to say that 3.67 is a smaller number than 3.68); find the effect of dividing one- or two-digit numbers by 10 and 100, identifying the digits in the answer as ones, tenths and hundredths; round numbers with one decimal place to the nearest whole number (for example, 3.6 would round to 4); recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ (i.e. 0.25, 0.5 and 0.75)

Money - Pupils will: write money using decimals; convert between pounds and pence; compare amounts of money; estimate with money; calculate with money; solve problems with money;

Time - Pupils will: identify years, months, weeks and days; hours, minutes and seconds; convert between analogue and digital times; convert to the 24 hour clock; Convert from the 24 hour clock

Religious Education (RE)

Key Vocabulary

- church, chapel, cathedral, sacrament, vicar, curate, priest, minister, worship, holy, sacred, Mosque, Minaret tower, Temple, Synagogue, Ark, Gurdwara, and Langar.

Key Learning

- In this unit pupils will deepen their understanding of how the church lives out the GOSPEL and contributes to the building of the KINGDOM OF GOD. They will learn that: not all church buildings are the same but have similar features according to denomination; Peter and the disciples 'built' the church after the events of Pentecost; Christianity is a world-wide multi-cultural faith; the Bible gives guidance to the church about behaviour and attitudes; world faiths have different places of worship and the names of those buildings, key features and the worship that takes place there.
- Pupils will be taught to: use religious vocabulary to name features of the church building; talk about their significance and link to the Bible. identify similarities and differences between churches and denominations worldwide; ask good questions about the similarities and differences between different denominational practices; make links between values and beliefs and behaviour; talk knowledgeably about places of worship, the features of the building and the worship that takes place there.

Science

Key Vocabulary

- Sound, vibration, medium, source, energy, materials, reflect, volume, decibels, pitch, instruments, particles

Key Learning

- **Sound** - Pupils will learn how to: identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear; find patterns between the pitch of a sound and features of the object that produced it; find patterns between the volume of a sound and the strength of the vibrations that produced it; and finally, recognise that sounds get fainter as the distance from the sound source increases.

History

Key Vocabulary

- Were the Vikings raiders, traders or settlers? - Anglo-Saxon, Chronicle, balanced, event, longboat, bias, cause, consequence, Danelaw, one-sided, perspective, Viking.

Key Learning -

Were the Vikings raiders, traders or settlers? - Pupils will: Identify the different reasons for migration to Britain; Sequence events according to their significance for groups of people; Explain where the Vikings came from and why they came to Britain; Make inferences from sources; Explain how sources can be biased; Find evidence within a source to support their reasoning; Describe the parts of a longboat; Design and creating a longboat; Describe what the Vikings traded; Identify Viking trading routes; Explain whether the Vikings were traders or raiders and providing supporting evidence; Identify important events in the Anglo-Saxon and Viking struggle for Britain; Explain the meaning of cause and consequence; Suggest the cause and consequences of events; Make observations and deductions about artefacts.

Design and Technology

Key Vocabulary

- Cooking and Nutrition - adapt, addition, appearance, budget, buttery, combine, comment, compare, construct, cream, crunchy, cuboid, cut, design.

Key Learning

- **Cooking and Nutrition** - Pupils will: Describe features of biscuits using taste, texture and appearance. Follow a recipe with support. Use a budget to plan a recipe. Adapt a recipe using additional ingredients.

Physical Education (PE)

Key Vocabulary

- Dance -Sparks Might Fly - electricity; create; movement; inspiration; components; circuit; perform; imaginative; canon; unison; performance; skill; conductors; insulators; duet; choreographic.
- Striking and Fielding - demonstrate, underarm, throw, accuracy, catch, ball, striking, fielding, game, game play, bowling, batting tee, drop feed, tactics, competitive game

Key Learning -

- **Dance-** Pupils will: understand uses for electricity; think creatively and create their own movement using words as inspiration; name the key components of an electrical circuit; create and perform their own dance movements from the inspiration given, being as imaginative as possible;demonstrate CANON and UNISON; demonstrate developing performance skills; explain the difference between conductors and insulators; demonstrate performance skills; create a duet using increased choreographic skills.
- **Striking and Fielding** -Pupils will: demonstrate an underarm throw with accuracy; catch a ball; demonstrate how to throw a ball underarm with some accuracy; catch a ball in a striking and fielding game; demonstrate how to strike a ball from a batting tee or drop feed; catch a ball in a striking and fielding game; demonstrate bowling a ball underarm; demonstrate striking a ball from a batting tee or drop feed; apply simple tactics in a modified competitive game

Personal, Social and Health Education (PSHE)

Key Vocabulary

- Being my Best - accident, emergency, affect, balanced diet, recycle, breathing, community, repair, reduce, creative, give to others, injury, exercise, choices, wound, mental, health, active, first aid, repair, connect, future, choking, reuse, wellbeing, be, mindful.

Key Learning

- **Being my Best** - Having Choices and Making Decisions About My Health What choices help to keep me healthy? Why is it important to look after my health now? Why is it important to look after myself in the future? Taking Care of My Environment What different things do I do to look after our environment? Why is it important to look after our environment? How does this affect our future?

Computing

Key Vocabulary

- Focal point, Focus, Rule of thirds, Perspective, Print media, Medium, Collaboration, Publishing, Distribution, Background, Foreground, Editing, Saturation, Sharpening, Filters, Cropping, Overlays, Rotation, Raw photos.

Key Learning

- **Junior Jam - iCommunicate** - Pupils will: learn photography practice such as, having a focal point, making sure you photo is in focus, as well as more advanced techniques like perspective and rule of thirds; use these techniques and new knowledge gained from this course by analysing existing print media to create a magazine about their school; learn how to use advanced features of Strip Designer to create their final product. Throughout the course the pupils will also learn about the roles people have within this field and how collaboration is key within this industry.

Music

Key Vocabulary

- Improvise, Rhythm, Beat, Scales, Pentatonic, Major, Minor, Tempo, Dynamics, Articulation, Chords, Stave, Expression,

Motown, Soul, Stave Notation, Legato, Staccato.

Key Learning

- **Junior Jam - Music Theory and Keyboards** - Pupils will: learn the basics of music theory in order to create effective improvisations and compositions. Pupils will understand more complex rhythmic notation. Pupils will be able to visually identify the notes C, D, E, F and G on the treble clef stave. Pupils will start following stave notation to play simple melodies.

French

Key Vocabulary

- le kiosque, le supermarché, la boulangerie, la pâtisserie, la pharmacie, l'épicerie, le magasin de chaussures, le magasin de vêtements, la poissonnerie, la boucherie, la librairie, une chemise, du poisson, des bottes, un gâteau, du pain, des saucisses, un magazine, des médicaments, des fraises, un livre, du riz, 'Où puis-je acheter....?', 'Vous pouvez acheter article + acheter dans (magasin).', un, une, des, l'acheter, l'acheter, les acheter, à droite, à gauche, tout droit, arrêtez, tournez à droite/gauche, allez tout droit, prenez la première/deuxième/troisième rue à droite/gauche, c'est à droite/ à gauche, c'est au bout de la rue, 'Où est (magasin)?', une voiture, une moto, un bus, un avion, un camion, un train, une fourgonnette, un bateau, un taxi, un vélo, une trottinette, à pied, vais, vas, va, allons, allez, vont, 'Comment vas-tu / au (magasin)?', 'Je vais au (magasin) en (transport)'.

Key Learning

- **Junior Jam - Shops and Transport** - Pupils will: be able to name different shops and means of transport in French, as well as understanding basic instructions in the context of giving directions. Pupils will be able to use, at least, the first person of the verb 'to go' to say what shop they are going to, and by which means of transport.

Cultural Capital

- History walks/experiences around our local area

- Visit to The Anderton Centre
- Linking Schools
- Cross Country competition at St Peters
- Cricket Festival at Darwen Cricket Club
- Church walk - Springvale, St Josephs & The United Reformed Church (TBC)
- Specialist baker to visit school.

Reminders and Homework

Homework in Year 4 will consist of reading at least three times per week at home, learning spellings and revising times tables. Please can all parents/carers ensure that the school reading records are signed, dated and page numbers added, so that when following up in class, we know where the children are up to.

Reading books can be changed when the children have completed their books and they will be reminded in class to complete the book change sheet on a daily basis. We aim to check records 2-3 times a week to ensure consistency. We will continue to check reads every Thursday.

Spellings will continue to be given out on a Monday. These can be revised by completing the spelling log at home, alongside the input in class that we do every day to ensure understanding of spelling patterns etc. If you misplace spellings, please see our class dojo page as these will be posted at the beginning of each new week.

Please ensure that your child is practising their times tables regularly. We have seen progress slow down over the Spring Term and many of the children still aren't confident. Children can practise on TTRockstars or on Hit the Button on topmarks.co.uk.

Our PE days for this half term will be on a **Tuesday and a Thursday**.

All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and

jewellery must not be worn in school either.