

## Year 4 Summer Term Curriculum Overview



As Language Specialists we will use fun and exciting stories and non-fiction books to support our learning. We will identify themes and conventions in a wide range of books and learn to retrieve and record information from non-fiction texts. We will learn to use the first two or three letters in a word to check its meaning in a dictionary. When writing, we will assess the effectiveness of our own and others' writing and suggest improvements. We will learn to use and punctuate direct speech and we will try to increase the legibility, consistency and quality of our handwriting



As Mathematicians we will recognise and write decimal equivalents of any number of tenths or hundredths. We will solve simple measure and money problems involving fractions and decimals to 2 decimal places. We will estimate, compare and calculate different measures, including money and solve problems involving converting units of time. We will learn to identify acute and obtuse angles and compare and order angles by size. We will interpret and present data using appropriate graphical methods, including bar charts and time graphs. On a 2-D grid we will describe positions as coordinates in the first quadrant and plot specified points and draw sides to complete a given polygon



As Scientists we will compare and group materials together, according to whether they are solids, liquids or gases. We will observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). We will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. We will begin to recognise that living things can be grouped in a variety of ways. We will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. We will learn that environments can change and that this can sometimes pose dangers to living things.



### Across the curriculum

As Historians we will consider the question *Were the Vikings raiders, traders or settlers?* We will develop our chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings and investigate whether the Vikings were raiders, traders or settlers



As Geographers we will consider the question *What are rivers and how are they formed?* We will learn about the water cycle, map major rivers and learn about their features.



As Artists we will develop our knowledge of colour, texture, form and space when drawing and painting fruit and vegetables. We will use the works of Impressionist and Expressionist artists to inspire us.



As Athletes we will develop our physical skills. We will develop control over our own movements and those required for specific sports. We will learn basic swimming skills.



As Musicians we will learn to play the Samba drums.



As Design Technologists we will design a miniature garden based on the works of Capability Brown. We will use computer aided design and then create our own garden in a seed tray.



As Computer Programmers we will be manipulating digital images, and reflect on the impact of changes and whether the required purpose is fulfilled. We will use a block-based programming language to explore count-controlled and infinite loops when creating a game.



As Theologians we will consider how, and why, people (of different religions and none) try to make the world a better place. We will also think about the deeper meanings of festivals for Muslims, Jewish people, Sikhs and non-religious people.



As Speakers of French we will learn the vocabulary classroom objects and items found in a pencil case. We will also learn vocabulary associated with clothing and learn to describe what we wear.



We will have weekly Lyfta session where we explore different countries, languages, cultures and lived human experiences from all around the world. In PSHCE we will look at being responsible citizen (including responsibility, community, democracy) We will discuss economic wellbeing (including money and careers/aspirations)

