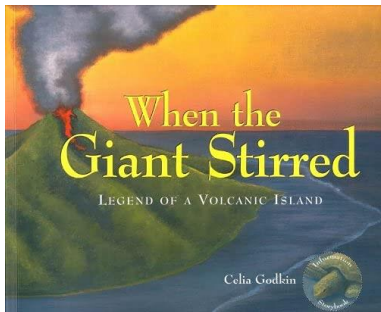
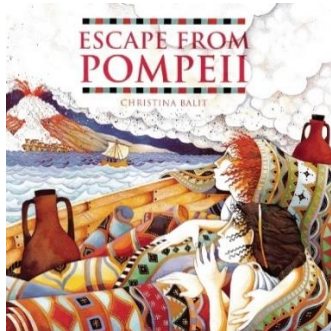
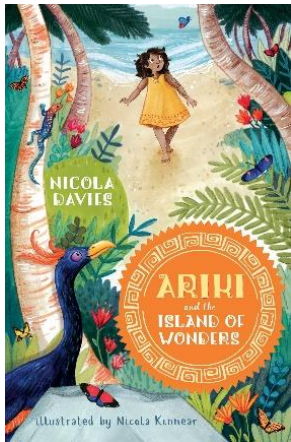
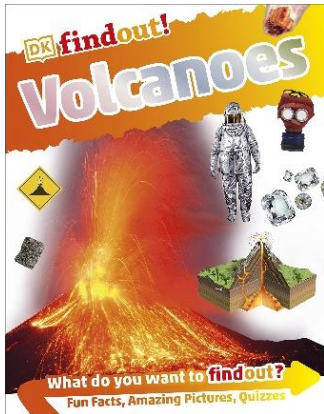


Year 4 Curriculum Information- Spring term 2022-2023

Spring Term 17 Weeks		Spring Term 25 Weeks	
ENGLISH			
LITERACY FOCUS TEXT - WRITING		LITERACY FOCUS TEXT – WRITING	
	<p>Feature keys:</p> <ul style="list-style-type: none">Sequence stories in different stages: introduction, build up, climax, resolutionCreate dialogue between characters that shows their relationship with each otherUse 1st or 3rd person consistentlyUse small details to describe characters and for time, place and mood,		<p>Feature keys</p> <ul style="list-style-type: none">Write a sequence of events to follow the structure of the model storyWrite an opening paragraph and further paragraphs for each stageCreate dialogue between characters that shows their relationship with each otherUse 3rd or 1st person consistentlyUse tenses appropriatelyAdd historical detail to characters, setting and events,

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LITERACY FOCUS TEXT – READING		LITERACY FOCUS TEXT – READING	
 <p>Mastery Keys:</p> <ul style="list-style-type: none"> • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Discuss words and phrases that capture the reader's interest and imagination. 	<p>Feature keys</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Explore the meaning of words in context • Retrieve, record and present information • Use dictionaries to check the meaning of words that they have read • Ask questions to improve understanding • Identify main ideas drawn from more than one paragraph and summarise • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence 	 <p>Mastery Keys</p> <ul style="list-style-type: none"> • Use dictionaries to check the meaning of words that they have read • Identify how language, structure and presentation contribute to meaning • Use dictionaries to check the meaning of words that they have read • Identify how language, structure and presentation contribute to meaning. 	<p>Feature keys</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Explore the meaning of words in context • Retrieve, record and present information • Use dictionaries to check the meaning of words that they have read • Ask questions to improve understanding • Identify main ideas drawn from more than one paragraph and summarise • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

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	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Discuss words and phrases that capture the reader's interest and imagination. 		<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning <p>Discuss words and phrases that capture the reader's interest and imagination.</p>
MATHS			
Multiplication and Division Unit 6 3 weeks	Measure – Length and Perimeter Unit 7 1 week	Fractions Unit 8 and 9 3 weeks	Decimals Unit 10 2 weeks
Problem Solving – multiplication and division Using written methods to multiply 2 or 3 digits by 1 Multiplying more than 2 numbers Dividing a 2 or 3 digit number by 1 Division with remainders	Measure in Km and M Perimeter of a rectangle Perimeter of a rectilinear shape Perimeter of a polygon Find missing lengths in rectilinear shapes.	Count beyond 1 Mixed Numbers Improper fractions Tenths and Hundredths Equivalent Fractions Simplifying Fractions Adding Fractions Subtraction Fractions Problem solving – adding and subtracting fractions Calculating fractions of an amount	Tenths Dividing 1 or 2 digits by 10 Hundredths Dividing 1 or 2 digits by 100 Dividing by 10 and 100

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		Problem solving – fraction of an amount	
SCIENCE			
<p>States of Matter</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Compare and group materials together, according to whether they are solids, liquids or gases• 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)• Identify the part played by evaporation and condensation in the water cycle and associate the role of evaporation with temperature.		<p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Recognise that living things can be grouped in a variety of ways• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.• Recognise that environments can change and that this can sometimes pose dangers to living things.	
GEOGRAPHY			
<p>Human Geography/Local Study: As part of our Romans topic, we will consider why the Romans created a settlement in Chester. We will look at how the physical geography of Chester has changed since that time by looking at the way the River Dee has changed.</p> <p>Physical Geography: The children will study earthquakes and volcanoes, including why and where they occur, They will consider the affect they have on people living in the regions at the edges of tectonic plates. They will learn about famous historical eruptions (Pompeii) and more recent events e.g. Icelandic volcano, Japanese Tsunami, Nepalese earthquake.</p>			
HISTORY			
<p>The Roman Empire and its Impact on Britain: The children will learn why and how the Roman Empire grew and the impact this had on areas studied in years 3 and 4 so far. They will learn how the invaded Britons reacted in different areas of the British Isles, and consider the ethics and efficacy of how the Romans ruled such a vast area, with particular reference to their recent learning about the principles of democracy. The</p>			

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children will enjoy a fieldtrip to Chester where they will see the impact of the Romans on the local area, experience life as a soldier and learn about the daily life of Romans. They will learn about the long term legacy of the Roman Empire.

DESIGN TECHNOLOGY

The children will learn embroidery and sewing techniques, then use these to make a decorated wallet, badge or brooch.

ART

The children will create a version of a Willow Pattern design based on our story. This will allow them to explore quality of line and geometric patterns as well as learn pen and ink techniques. Later in the term, they will learn how to draw perspective and will use this skill to create a Pompeii street scene. They will add detail, texture and tone using the drawing and painting skills they learnt in the Autumn term.

COMPUTING

E-safety: the children will explore online identities. From selfies to social media, many students and adults create unique online identities for themselves, and our pupils are no different. The children will be helped to think critically about the online identities they are creating. They will also learn about belonging to various communities, and how this is important for children's development but that some online communities can be healthier than others. The children will consider how they can strengthen both online and in-person communities by creating norms that everyone pledges to uphold.

Programming: The children will continue to progress through their code studio course and will learn about loops and be introduced to conditionals. The children will also use simulations, create multimedia presentations and learn to evaluate websites,

MUSIC

Stop! - A song / rap about bullying
Lean on Me - Gospel / soul songs

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RELIGIOUS EDUCATION	
<p>Christianity: The children will learn about the miracles of Jesus. They will also learn about personal commitments in the lives of Christians</p> <p>Buddhism: The children will learn stories of Buddha and how Buddhists live by his teachings.</p>	
PSHE	
<p><i>Keeping Myself Safe</i></p> <p>Danger, risk or hazard</p> <p>Picture Wise</p> <p>How dare you!</p> <p>Medicines - check the label</p> <p>Know the norms</p> <p>Keeping ourselves safe</p>	<p><i>Rights and Responsibilities</i></p> <p>Who helps us stay healthy and safe?</p> <p>It's you right</p> <p>How do we make a difference</p> <p>In the news!</p> <p>Safety in numbers</p> <p>Harold's Expenses</p> <p>Why pay taxes?</p>
PE	
<p><i>Unit 3 - Cognitive</i></p> <p>Dynamic Balance - On a Line</p> <p>Coordination - Ball Skills</p>	<p><i>Unit 4 - Creative</i></p> <p>Coordination - Sending and Receiving</p> <p>Counter Balance - With a Partner</p>
FRENCH	
<p>Sports and Activities</p> <p>Healthy Eating</p>	