



<b>SJS Year 4 Curriculum Overview – Spring Term</b>		
<p><b>Reading</b>                      Young, Gifted and Black                      Caged bird by Maya Angelou                      Wind in the Willows                      The Walrus and the Carpenter by Lewis Carroll</p>	<p><b>Writing</b>                      Poems which explore form                      Persuasive Writing                      Critical analysis of narrative poetry                      Explanatory texts                      Stories from other cultures</p>	<p><b>Spelling</b>                      Homophones                      Suffix – ly                      Statutory word list                      Prefixes dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-                      Adding suffixes                      Statutory word list  <b>Etymology</b> – <a href="#">div</a>, <a href="#">mono</a>, <a href="#">poly</a>, <a href="#">pro</a>, <a href="#">sign</a>, <a href="#">nym</a></p>
<p><b>Maths</b>                      Multiplication and division (3 weeks)                      Measurement- Length and Perimeter (2 weeks)                      Fractions (4 weeks)                      Decimals (3 weeks)</p>		<p><b>Maths – Key Knowledge</b>  <a href="#">Mixed number</a>, <a href="#">improper fraction</a>. <a href="#">Common equivalent fractions</a>. <a href="#">&lt;&gt; symbols</a>. All TT to 12x12, <a href="#">Perimeter = outside</a>, <a href="#">multiplying and dividing by 10, 100</a></p>
<p><b>History</b>  <b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>                      What was life like for Vikings?                      When did the Vikings attack Britain?                      Where did the Vikings invade and settle?                      Why were the Vikings so feared and successful?                      When were the Vikings most powerful?                      What peace was agreed between the Anglo-Saxons and Vikings?                      What happened to the Vikings in England?                      Why did the Normans and Vikings both think they had the right to the throne of England?  <b>Vocabulary</b> – <a href="#">contested</a>, <a href="#">exile</a>, <a href="#">descendant</a>, <a href="#">heir</a>, <a href="#">plunder</a>, <a href="#">truce</a>, <a href="#">decimated</a>, <a href="#">incursion</a>, <a href="#">ransack</a>, <a href="#">severed</a>, <a href="#">martyr</a>, <a href="#">marauding</a></p>	<p><b>Geography</b>  <b>Latitude and Longitude</b>                      What are the lines of latitude?                      What are the lines of longitude?                      How do lines of latitude and longitude tell us what the location is like?                      How can you find exact locations around the world?                      What are the time zones and how do they affect us?                      How does day and night occur?  <b>Vocabulary</b> – <a href="#">co-ordinate</a>, <a href="#">parallel</a>, <a href="#">determine</a>, <a href="#">circumnavigate</a>, <a href="#">constitutes</a>, <a href="#">straddle</a>, <a href="#">latitude</a>, <a href="#">longitude</a>, <a href="#">horizontal</a>, <a href="#">vertical</a>, <a href="#">meridian</a>, <a href="#">equator</a>  <b>Water Cycle</b>                      What is the water cycle?                      How does the water cycle work?                      What affects the water cycle?  <b>Vocabulary</b> – <a href="#">infiltrate</a>, <a href="#">sequence</a>, <a href="#">reoccurring (recurring)</a>, <a href="#">pollution</a>, <a href="#">consequence</a>, <a href="#">permeate</a></p>	<p><b>Science</b>  <b>Animals including humans</b>                      What teeth do humans have?                      What do they do?                      How does our mouth and teeth help digestion?                      What’s the process?                      Can teeth tell us what animals eat?                      What are the parts of the digestive system?                      What do they do?                      How does digestion work? What’s the process?                      What are food chains? How do they work?                      How do I construct and interpret a food chain?                      How are teeth, digestion and food chains connected?  <b>Vocabulary</b> – <a href="#">expel</a>, <a href="#">compact</a>, <a href="#">digestion</a>, <a href="#">acid</a>, <a href="#">stomach</a>, <a href="#">intestines</a>, <a href="#">incisor</a>, <a href="#">canine</a>, <a href="#">molar</a>, <a href="#">enzyme</a>, <a href="#">saliva</a>, <a href="#">peristalsis</a></p>

# Curriculum Overview – Year 4 Spring 2023



<p><b>Design Technology</b></p> <p><b>Textiles</b>  <b>How do you keep a tea towel from slipping off a hook?</b>                  Know fastenings have different functions                  Know a shank provides a small amount of space between the button and fabric                  Be able to select appropriate fastenings and attach them to fabric                  Be able to make a shank for a button  <b>Vocabulary – stiffen, interfacing, cloth</b></p> <p><b>Structures</b>  <b>Which shapes will give a structure stability?</b>                  Know triangles provide stability in a structure                  Know structural engineers work with architects to ensure structures withstand forces                  Make triangles to form and join trusses Identify the forces that affect structures  <b>Vocabulary - truss, compression, tension</b></p>	<p><b>Art</b></p> <p><b>Printmaking and Textiles</b>                  Know Kente cloth is a woven fabric from West Africa                  Know tie dye is a method used to create designs and colour                  Know textile artists use a range of materials to create textured designs and images                  Create monoprint and press prints on fabric and make collages                  Create repeated patterns by flipping and rotating images                  Use tie dye, knotting and weaving techniques  <b>Vocabulary – tie dye, weft, warp</b></p> <p><b>3D</b>                  Know an illusion can suggest movement                  Know proportion will make a figure seem realistic                  Assemble pieces of paper to create the illusion of movement                  Create figures that are in proportion and out of proportion  <b>Vocabulary - form, proportion, decoupage</b></p>	<p><b>Computing</b></p> <p><b>Repetition in Shapes (PPA)</b>                  To identify that accuracy in programming is important                  To create a program in a text-based language                  To explain what ‘repeat’ means                  To modify a count-controlled loop to produce a given outcome                  To decompose a task into small steps                  To create a program that uses count-controlled loops to produce a given outcome  <b>Vocabulary - repeat, count-controlled loop, decompose, procedure</b></p> <p><b>Data Logging</b>                  To explain that data gathered over time can be used to answer questions                  To use a digital device to collect data automatically                  To explain that a data logger collects ‘data points’ from sensors over time                  To recognise how a computer can help us analyse data                  To identify the data needed to answer questions                  To use data from sensors to answer questions  <b>Vocabulary - data, sensor, analyse, logged, review</b></p>
<p><b>PE</b></p> <p><b>Squash</b></p> <p><b>Hockey</b>                  Apply a secure understanding of passing, moving and dribbling and develop their skills of blocking and tackling, to prevent attacks.                  Demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.                  Develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game. Continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.  <b>Vocabulary - attacker, defender, dribbling, marking, tackling, blocking, free hit</b></p>	<p><b>PSHE</b></p> <p><b>Dreams and Goals</b>                  I can tell you about some of my hopes and dreams                  I understand that sometimes hopes and dreams do not come true and that this can hurt                  I know that reflecting on positive and happy experiences can help me to counteract disappointment                  I know how to make a new plan and set new goals even if I have been disappointed                  I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p>	

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<p><b>Dance - Space</b>          Perform with big and clear movements that flow.          Perform with expression and be able to stay in character.          Refine their ability to evaluate their own and others' performances.          Problem solve and apply resourcefulness as they construct their sequences.          Apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences.          Demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.  <b>Vocabulary</b> - excellent dancers, expression, creativity, emotion, motif, choreography, character</p> <p><b>Tag Rugby</b>          Apply a secure understanding of passing, moving to create space and score.          Apply tagging to prevent an attacker scoring. Pupils will demonstrate a growing understanding of the difference between attack and defence, understanding when and why to apply certain skills.          Develop and apply life skills such as trust and cooperation as they collaborate with others and apply the rules of the game. Continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.  <b>Vocabulary</b> - space, attacker, defender, forward pass, offside</p>	<p>I can identify the contributions made by myself and others to the group's achievement  <b>Vocabulary</b> - Positivity, resilience, goal.</p> <p><b>Healthy Me</b>          I recognise how different friendship groups are formed, how I fit into them and the friends I value most          I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations          I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke          I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol          I can recognise when people are putting me under pressure and can explain ways to resist this when i want          I know myself well enough to have a clear picture of what I believe is right and wrong.  <b>Vocabulary</b> - Tar, carbon dioxide, peer pressure, embarrassment, anxiety.</p>	
<p><b>Performing Arts</b>  <b>Recorder (music)</b>          I can play a musical instrument, in solo and a group demonstrating some accuracy, fluency, control and expression.          I can improvise music, using my voice or a musical instrument          I can compose, varying the elements of pitch, duration, tempo, texture, timbre, dynamics in my music.          I can record my compositions in writing, using one type of notation.</p> <p><b>Twisted Fairy tales (drama)</b></p>	<p><b>RE</b>  <b>Hinduism</b>          How does the story of Rama and Sita inspire Hindus to follow their dharma?          I can explore the duties that brothers, sisters, friends may have within relationships          I can identify the duties of Rama &amp; Sita within their story          I can understand how the story of Rama &amp; Sita may inspire Hindus to follow their Dharma  <b>Vocabulary:</b> Dharma, rakhi, raksha bandhan, Hindu, duty, murti</p> <p><b>Sikhism</b></p>	<p><b>French</b>  <b>Animals and Habitats</b>          I can create simple spoken sentences including an adverbial opener, a verb, nouns , adjectives and conjunctions.          I can create simple written sentences including an adverbial opener, a verb, nouns, adjectives and conjunction and apply punctuation correctly in written sentences.          I can be introduced to the concept of the grammatical gender of nouns.          I can learn some colours and understand how they can be used as adjectives.</p>

## Curriculum Overview – Year 4 Spring 2023



<p>I can understand proxemics          I can play drama games          I can understand the importance of a rehearsal process          I can complete a full rehearsal to performance process.          I can begin to consider purpose and audience          I can confidently stand in front of a class of parents and friends          I can use different speaking volumes          I can begin to understand directional vocab (up/downstage, stage left/right)          I can retell the main events in a short drama piece in order          I can make suggestions to improve pieces of drama</p>	<p>How does the teaching of the gurus move Sikhs from dark to light?          I can explore what it means to be a good teacher and what the term 'Guru' means          I can recall what Guru Nanak wanted people to learn about          I can express how the teachings of Gurus move Sikhs from darkness, into the light          I can define equality          I can explain how the ten Gurus show Sikhs that everyone is equal in God's eyes          I can give examples of how Sikhs put their beliefs about equality into practice  <b>Vocabulary:</b> <a href="#">Guru</a>, <a href="#">Ik onkar</a>, <a href="#">Granth</a>, <a href="#">Gurdwara</a></p>	<p>I can practise sequencing groups of words alphabetically, in order to further develop my dictionary skills.          I can focus on the pronunciation of certain nouns.          I can modify an adjective so that it agrees with a feminine noun.          I can identify some question words in English and in French.          I can use a speaking frame to construct spoken sentences including a variety of fronted adverbials, nouns of both gender and adjectives.          I can use a writing frame to create simple sentences using a fronted adverbial, a verb, a range of masculine and feminine nouns and a range of colour adjectives.</p>
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