



SJS Year 4 Curriculum Overview – Summer Term		
<p><b>Reading</b></p> <p>The boy at the back of the class The girl who stole an elephant The Jabberwocky – Lewis Carroll</p>	<p><b>Writing</b></p> <p>Third person adventure stories First person diary entries (imaginative) – builds on CUSP Archaeologists and Tutankhamun Critical analysis of narrative poetry. Newspaper reports – Rivers Explanatory texts – builds on CUSP states of matter</p>	<p><b>Spelling</b></p> <p>Word endings x 2 Homophones Word endings -tion, -sion, -ssion, -cian Suffix -ous Statutory word list <b>Etymology</b> – circ(um), arch, struct, port, vert, lat</p>
<p><b>Maths</b></p> <p>Decimals (2 weeks) Measurement - Money (2 weeks) Measurement - Time (2 weeks) Geometry – shape (2 weeks) Statistics (1 week) Geometry - position and direction (2 weeks)</p>	<p><b>Maths – Key Knowledge</b></p> <p>Role of the decimal place and placeholders in decimals. <math>\frac{1}{4}=0.25</math>, <math>\frac{1}{2}=0.5</math>, <math>\frac{3}{4}=0.75</math> Time facts (refer to progression grid), reading coordinates in 1 quadrant</p>	
<p><b>History</b></p> <p><b>Ancient civilisation – Egypt</b></p> <p>Who were a few of the earliest civilisations and what did they achieve? Who were the ancient Egyptians and where did they live? The Old Kingdom: who was significant and what did they achieve? The Middle Kingdom: who was significant and what did they achieve? The New Kingdom: who was significant and what did they achieve? Achievements: how and what did the ancient Egyptians write? Achievements: How did the ancient Egyptians use the River Nile? Gods: what did the ancient Egyptians believe in? What do we know about Tutankhamun? <b>Vocabulary</b> – colossal, stability, society, civilisation, irrigation, mysteriously, funerary, hieroglyphs, artefact, pillaged, obelisk, pharaoh</p>	<p><b>Geography</b></p> <p><b>Rivers Introduced</b></p> <p>Remember: what are the features of a river? River study: what are the major rivers of the world? Local river study- River Orwell <b>Vocabulary</b> - raging, tumble, cascading, precipice, iconic, turbulent, rivulet, estuary, flood plain, tributary, confluence, channel</p> <p><b>Map skills and environmental regions</b></p> <p>What are environmental regions? Europe: what are the major environmental regions? Russia: what are the major environmental regions? North America: what are the major environmental regions? South America: what are the major environmental regions? Structured assessment task: Apply and show what you know. <b>Vocabulary</b> – arid, bountiful, locality, major, rapid, vibrant, biome, climate, environmental, equatorial, Mediterranean, tropic</p>	<p><b>Science</b></p> <p><b>States of Matter</b></p> <p>What is matter? What does ‘state’ mean? What are solids, liquids and gases? Melting: how do materials change state? Evaporating: how do materials change state? Condensing: how do materials change state? Summary: how do materials change their state of matter? <b>Vocabulary</b> – permanent, particle, solid, liquid, gas, vapour, evaporate, condense, melt, matter, state, volume</p> <p><b>Sound</b></p> <p>What is sound? Remember particles from states of matter How does sound travel? What is the pitch and loudness of sound? <b>Vocabulary</b> – produce, property, source, frequent, regular, affect, vibrate, pitch, volume, medium, vacuum, sound wave</p>



<p><b>Design Technology</b></p> <p><b>Electrical Systems</b>                  To know a switch is an interruption in a circuit                  To know switches are widely used in a range of products                  To be able to incorporate different types of switches into circuits to perform a function  <b>Vocabulary</b> – <i>interruption, unbroken, conductor, multi-purpose</i></p> <p><b>Food and Nutrition</b>                  Know that cheap processed food often contains additives, salt and sugar, which makes it less healthy than unprocessed food                  To be able to peel, grate and chop vegetables to make economical, tasty and healthy food  <b>Vocabulary</b> – <i>shallow-fry, shortening, fragrant</i></p>	<p><b>Art</b></p> <p><b>Painting</b>                  Know painted images can be layered to create space                  Know an ombre effect can be created with paint by changing the tint and tone                  Be able to position images on a plane to create space                  Be able to add grey to a colour to create a tonal change                  Add white to a colour to create tints  <b>Vocabulary</b> – <i>ombre, plane, shade</i></p> <p><b>Creative Response</b>                  Know there are a series of steps in the creative process                  Know running stitches can be joined together to create a fern stitch                  Be able to refer to previous knowledge and skills to make creative choices                  Be able to apply and refine previously taught drawing and textile techniques  <b>Vocabulary</b> – <i>incubation, illumination, transfer</i></p>	<p><b>Computing</b></p> <p><b>Photo Editing</b>                  To explain that the composition of digital images can be changed                  To explain that colours can be changed in digital images                  To explain how cloning can be used in photo editing                  To explain that images can be combined                  To combine images for a purpose                  To evaluate how changes can improve an image  <b>Vocabulary</b> - <i>edit, crop, retouch, background, foreground</i></p> <p><b>Repetition in Games</b>                  To develop the use of count-controlled loops in a different programming environment                  To explain that in programming there are infinite loops and count controlled loops                  To develop a design that includes two or more loops which run at the same time                  To modify an infinite loop in a given program                  To design a project that includes repetition                  To create a project that includes repetition  <b>Vocabulary</b> - <i>code, loop, infinite loop, costume, event block</i></p>
<p><b>PE</b></p> <p><b>Athletics</b>                  Be able to apply the correct technique for sprinting.                  Explore pacing and the correct technique for triple jump and javelin.                  Apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important.                  Develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop.                  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> - <i>tactics, speed, distance, pace, power</i></p> <p><b>Cricket</b>                  Develop their bowling, throwing, catching, stopping, retrieving and batting skills applying increasing accuracy to outwit their opponents and win the game.                  Apply an understanding of where, when and why we utilise our fielding skills to stop the batters using their batting skills to outwit the fielders.                  Develop life skills such as respect 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> - <i>retrieving, bowling, strike, batting, fielder, the long barrier</i></p> <p><b>Problem Solving</b></p>		<p><b>PSHE</b></p> <p><b>Relationships</b>                  I can recognise situations which can cause jealousy in relationships                  I can identify someone I love and can express why they are special to me                  I can tell you about someone I know that I no longer see                  I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends                  I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older                  I know how to show love and appreciation to the people and animals who are special to me  <b>Vocabulary</b> - <i>empathy, loneliness, kindness, acceptance, pain, shock.</i></p> <p><b>Changing Me</b>                  I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm                  I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby                  I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p>

# Curriculum Overview – Year 4 Summer 2023



<p>Work within teams to find effective strategies and tactics in order to complete the different problem-solving challenges successfully.          Apply an ability to evaluate and improve strategies to solve the problems.          Develop life skills such as trust and collaboration as they work effectively with their team mates to complete the challenges.          Demonstrate leadership attributes as they take responsibility for their team members.  <b>Vocabulary</b> - <a href="#">communications</a>, <a href="#">tactics</a>, <a href="#">teamwork</a>, <a href="#">strategy</a>, <a href="#">non-verbal and verbal communication</a></p> <p><b>Rounders</b>          Apply developing batting skills in order to score points.          Continue to develop accurate throwing, catching and retrieving skills.          Understand the difference between batting and fielding.          Understand why batters need to aim at space when striking the ball.          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</b> - <a href="#">batting</a>, <a href="#">tactics</a>, <a href="#">bowling</a>, <a href="#">catching</a>, <a href="#">backstop</a>, <a href="#">½ a rounder</a></p>	<p>I know how the circle of change works and can apply it to changes I want to make in my life          I can identify changes that have been and may continue to be outside of my control that I learnt to accept          I can identify what I am looking forward to when I move to a new class  <b>Vocabulary</b> - <a href="#">Sperm</a>, <a href="#">egg</a>, <a href="#">chromosomes</a>, <a href="#">puberty</a>, <a href="#">stress</a>, <a href="#">hormones</a>.</p>	
<p><b>Performing Arts</b></p> <p><b>Spooky world – BBC Teach (Music)</b>          I have experienced high-quality live and recorded music drawn from different traditions, composers and musicians.          I am beginning to understand a range of music by having an awareness of the social and cultural context in which it was created.          I can discuss the lives of a number of key people in the history of music, and how this influenced their music.          I can sing, in a group demonstrating some accuracy, fluency, control and expression.</p> <p><b>Spooky world – BBC Teach (Dance)</b>          I can learn a sequence movement          I can improvise.          I can develop flexibility, strength and technique          I explore the movement from a range of cultures and genres          I can create a piece to meet a given purpose          I can confidently perform rehearsed movement in duets/trios/unison to a group of friends or parents          I can use my facial expressions to enhance performance.          I begin to show evidence of musicality through performance.</p>	<p><b>RE</b></p> <p><b>Christianity</b>  <b>Why do Christians believe they are people on a mission?</b>          I can explain what it means to 'be on a mission'          I can describe the mission Jonah was sent on          I can discuss with examples how Christians believe they are on a mission  <b>Vocabulary:</b> <a href="#">Mission</a>, <a href="#">commission</a>, <a href="#">missionary</a>, <a href="#">Pentecost</a></p> <p><b>Sikhism</b>  <b>How do Sikhs put their beliefs about equality into practice?</b>          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="#">Equality</a>, <a href="#">Langar</a>, <a href="#">Gurdwara</a>, <a href="#">Sewa</a>, <a href="#">Patka</a></p>	<p><b>French</b></p> <p><b>My favourite animals</b>          I can ask questions using 'Où est ... ?', understand which form of the definite article to use with a noun and learn about the subject pronouns 'il' and 'elle'.          I can talk about favourite animals, use the 4 forms of the definite article (le, la, l', les), learn about subject pronouns in the plural (ils and elles) and a plural verb form 'des'.          I can talk about likes (j'aime) and dislikes (je n'aime pas), understand the function of the negative adverb ne...pas and learn the plural indefinite article 'des' and know it is not omitted in French.          I can participate in conversations about which animals I like and don't like, ask and answer questions about how many things there are using numerals as a determiner and learn about elision and its effects on spelling.          I can learn how to use the adverbial pronoun 'en' and practise talking about Paris.          I can say whether I live in a house or a flat, learn some nouns that can be found in the garden and learn about possessive adjectives.          I can create negative statements using ne...pas, learn that the indefinite article (un, une, des) is replaced by de/d' in a negative statement and create compound sentences using 'ou' or 'et'.          I can participate (asking and answering questions) in an activity that helps me revise my work about the 4 countries of the UK and myself and where I live.          I can develop and practise my skills in reading and listening comprehension.          I can use a piece of text as a stimulus for creating my own piece of writing about myself, my home and garden and where I live.</p>