




Curriculum Overview	PE	Geography / History	Maths	Music
<p>Year 4</p> <p>Term 3 and 4</p> <p>Coasts</p> 	<p><u>Our topic is: 'Invasion games'</u></p> <p>Children will develop the range and consistency of their skills in the games played. They will play small invasion games using a variety of formations, understanding, using and adapting simple tactics. They will follow a set of rules in the games. They will know how to dodge, mark, signal for the ball and intercept.</p> <p><u>Gymnastics</u> - Receiving body weight.</p> <p>The children will understand how different body parts are capable of transferring and receiving body weight. They will move into and from a range of skills with control and accuracy. The children will create sequences showing contracts in shape, speed and level. They will move and construct their own apparatus and transfer work safely from the floor.</p>	<p><u>Coasts</u></p> <p>The children will be able to explain what a coast is and know and name some different coastal areas of the UK, using maps. They will be able to explain the process of coastal erosion and how this can impact on people. Year 4 will be looking at some differences between some UK coasts. They will be able to know and name human and physical characteristics of coasts and understand how some of these aspects change over time. The children will know and describe the impact of humans on coastal environments, including positive and negative impacts such as coastal development, pollution, overuse and beach grooming.</p> <p>The children will know the names of and locate at least eight major capital cities across the world and will know how to use a titled world map to locate capital cities that are located on coasts - Tokyo, Cape Town, Washington D.C., Lisbon, London (Thames estuary), Freetown, Lima, Wellington. Year 4 will know why many of the world's capital cities are located on coasts (for reasons such as transport, food and ecological benefits).</p> <p>They will be able to use and name the eight points of a compass (revision from Y3) and use the compass directions when looking at world maps. They will be able to use maps to locate the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.</p> <p>Year 4 will know and name different types of land use and natural resources and be able to use a world map to plot where some of our food/resources come from - such as Russia (gold, oil), USA (copper, oil, gas), Saudi Arabia (oil), Canada (oil and precious metals), Iran (oil), China (coal and metals), Brazil (gold, iron, oil, uranium).</p>	<p>Within terms 3 and 4 we explore two big units. We start off by looking at multiplication and division. We first look at multiplying and dividing by multiples of 10 and 100, and then at multiplying and dividing by 0 and 1, the understanding of which is key to children's mastery of this unit. We then move onto exploring written and mental calculation strategies for multiplying and dividing using both expanded and compact for multiplication and partitioning for dividing. Next, is our unit of fractions. It introduces children to hundredths and then develops their understanding of equivalent fractions, before introducing them to fractions greater than 1 in the form of mixed numbers and improper fractions. Moving forward, the children will continue their work from Year 3 adding and subtracting fractions to fractions where the answers are greater than 1. Children realise that, as long as the denominators are equal, they can add the numerators</p>	<p>In Music lessons this term, Year 4 will:</p> <ul style="list-style-type: none"> -Take part in Red Rooster Music School violin lessons. Linked to their topic, they will also: -Learn to sing songs from memory working on achieving accurate pitch. - Use notation to record and interpret sequences of pitches. - Identify and describe the different purposes of music - Explain why silence is often needed in music and explain the effect that it has -Identify and explain the different purposes of music looking at the style of works by Elgin, Beethoven and Mozart.
Art / DT	Computing	RE	PSHE	
<p>In Art we will be looking at Claude Monet's Seascapes and will recreate them in his style using sketching, toning and painting.</p> <p>In DT we will use our knowledge of circuits to help us make a coast based nightlight.</p>	<p><u>Year 4 will study: Coding</u></p> <p>In this unit, they will:</p> <ul style="list-style-type: none"> -Begin to understand selection in computer programming. -Understand how an IF statement works. - Understand how to use coordinates in computer programming. -Understand the 'repeat until' command. -Understand how an IF/ELSE statement works. - Understand what a variable is in programming. -Use a number variable. - Create a playable game. 	<p><u>The RE topic this term is: Christianity</u></p> <p>What can we learn from religions about deciding what is right and wrong?</p> <p>They will be able to:</p> <ul style="list-style-type: none"> - Recall and talk about some rules for living in religious traditions. - Know how these rules might help believers with difficult decisions. - Know at least two teachings from religions about how to live a good life. - Make connections between stories of temptation and why people can find it difficult to be good. - Give examples of ways inspirational people have been guided by their religion. - Discuss their own and others' ideas about how people decide about right and wrong. - Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system. -Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity. 	<p><u>Relationships: Families and friendships</u></p> <p>Within this unit of study, Year 4 will be able to:</p> <ul style="list-style-type: none"> -Name some features of positive healthy friendships such as mutual respect, trust and sharing interests. -Know some strategies to build positive friendships. -Know how to seek support with relationships if they feel lonely or excluded. -Know how to communicate respectfully with friends when using digital devices. -Know how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know. -Know what to do or whom to tell if they are worried about any contact online. - Know how to respond if they witness or experience hurtful behaviour or bullying, including online. - Know how to manage pressures associated with dares. - Know when it is right to keep or break a confidence or share a secret. - Know how people may behave differently online including pretending to be someone they are not. - Know how to recognise risks online such as harmful content or contact. 	
English		Science		Termly School Value
<p>This term, we will be exploring the adventure story 'Five on a Treasure Island' by Enid Blyton. The children in the story work together to find treasure buried on the island and in the process develop a binding friendship with one another. In Writing, we will write our own adventure story set by the coast. Continuing developing our skills of writing creative descriptions of settings and characters, we will be practising and using expanded noun phrases and prepositional phrases. We will also be working to increase detail in our plots and practise the skills to more accurately include dialogue. In Reading, we will continue to develop our fluency using the same text, exploring and extending our vocabulary as well as answering a variety of comprehension questions where we will infer meaning, retrieve, explain using quotations to justify our thinking, predict and summarise.</p>		<p><u>Electricity.</u></p> <p>We will construct simple series circuits and try different components such as bulbs, buzzers and switches. We will also explore which materials are good conductors of electricity.</p> <p><u>Animals including humans</u></p> <p>We will be learning about the main body parts associated with the digestive system.</p> <p>We will also be comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them.</p>		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>EMPATHY</p> </div> <div style="text-align: center;">  <p>COURAGE</p> </div> </div>