



Leagrave Primary School

'Striving for Excellence, Learning for Life.'



Year 4 Curriculum Organiser
Spring Theme: Blue Abyss

English: Narrative- Jungle Journey

Reading Knowledge and Skills

2A: Give and explain the meaning of words in context

- Know how to use a dictionary to find the meaning of new words
- Know that thesaurus offers plausible alternate word choices.

2D: To make inferences from the text. Explain and justify inferences with evidence from the text.

- Is able to draw logical conclusions about a text
- Can select specific vocabulary that supports a reader's impression.

SPaG Knowledge and Skills

- Use comma after fronted adverbial
- Use possessive apostrophe in words with regular plurals

Writing Knowledge and Skills

- Use nouns expanded by adding modifying nouns and prepositional phrases.
- Use paragraphs consistently to organise ideas.
- Use metaphors to add description.

English: The Blue Abyss- Balanced Argument

Reading Knowledge and Skills

2A: Give and explain the meaning of words in context

- Explain why an author has chosen words and phrases.
- Apply a growing knowledge of root words, prefixes and suffixes

2D: To make inferences from the text. Explain and justify inferences with evidence from the text.

- Respond to inferential questions.
- Infer characters thought, feelings and motives from their actions.

SPaG Knowledge and Skills

- Use commas after fronted adverbials.
- Use pronouns to avoid repetition.
- Use a wider range of conjunctions including when, if, because to create multi clause sentences

Writing Knowledge and Skills

- Organise paragraphs around a theme.
- Identify and use a range of features in both fiction and non fiction texts.
- Plan, organise and edit writing
- Evaluate and edit by assessing the effectiveness of their own and others' writing.

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Year 4 Basic Skills Coverage Spring Term One

Personal, Social, Health and Relationship Education:

Dreams and Goals

- Can tell about some of their hopes and dreams
- Understand that sometimes hopes and dreams do not come true and that this can hurt
- Know that reflecting on positive and happy experiences can help me to counteract disappointment
- Know how to make a new plan and set new goals even if I have been disappointed
- Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group
- Identify the contributions made by myself and others to the group's achievement

Whole School Values Focus

DETERMINATION

Maths:

Knowledge and Skills

Multiplication and division:

- Recall and use multiplication and division facts for multiplication tables up to 12 x 12

Count in multiples of 6, 7, 9, 25 and 1000

- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Area:

- Find the area of rectilinear shapes by counting squares

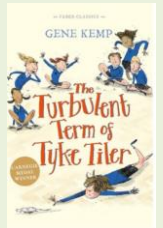
Fractions:

- Recognise and show, using diagrams, families of common equivalent fractions
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- Add and subtract fractions with the same denominator

Times Table Focus: 12 x12 including related division facts

Class Reader

The Turbulent Term Of Tyke Tiler



Home Learning Focus

- Daily Reading and times tables
- Weekly spellings sent home on Weds
- Weekly tasks on Google Classroom set on Friday and due in following Wednesday

English: Narrative-Dilemma

Knowledge and Skills

2E- Predict what might happen from details stated and implied
Know how to use a title, blurb and font to make a prediction
Know how to use knowledge of stories with a similar theme to make a prediction

Know how to identify evidence to justify a prediction

Writing Knowledge and Skills

Use a range of interesting vocabulary, synonyms, adjectives, adverbs, prepositions and verbs.

Plan, organise and edit their writing.

Organise paragraphs around a theme

Organise and use a range of features in both fiction and non fiction texts.

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Year 4 Basic Skills Coverage Spring Term Two

English: Performance Poetry

Knowledge and Skills

2E- Predict what might happen from details stated and implied
Know how to make predictions about characters in stories linked to people I know

Know how to support my predictions with evidence from the text.

Know how to identify words give me an impression about a character or a situation

Writing Knowledge and Skills

Use a range of interesting vocabulary, synonyms, adjectives, adverbs, prepositions and verbs.

Organise paragraphs around a theme

Use figurative language: metaphors, similes, personification.

Use descriptive vocabulary for effect.

Use patterns of rhyme and alliteration.

Prepare poems to read aloud and perform.

Discuss words and phrases that capture the reader's interest.

Personal, Social, Health and Relationship Education:

Healthy Me

- Recognise how different friendship groups are formed, how I fit into them and the friends I value the most
- 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
- Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
- Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
- Recognise when people are putting me under pressure and can explain ways to resist this when I want
- Know myself well enough to have a clear picture of what I believe is right and wrong

Whole School Values Focus

RESPONSIBILITY

Home Learning Focus

- Daily Reading and times tables
- Weekly spellings sent home on Wednesday
- Weekly tasks on Google Classroom set on Friday and due in following Wednesday

Maths:

Knowledge and Skills

Fractions:

- Recognise and show, using diagrams, families of common equivalent fractions
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- Add and subtract fractions with the same denominator

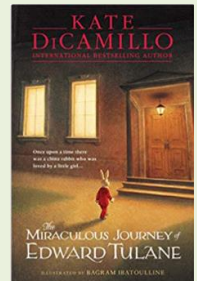
Decimals:

- Recognise and write decimal equivalents of any number of tenths or hundredths
- Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- **Solve simple measure** and money **problems involving fractions and decimals to two decimal places**
- Convert between different units of measure [for example, kilometre to metre].

Times Table Focus: 12 x12 including related division facts

Class Reader

The Miraculous Journey of Edward Tulane





Year 4 Blue Abyss Spring Term

Enrichment Opportunities

Wow Entry and Outcome:

Whole class collage

Visits and Visitors: Whipsnade Zoo,
Gurdwara visit

Design and Technology: Design and make shell structures

Children can apply the knowledge from previous years to make plans

- Understand that plans might need to be adapted as the product develops, if changes are made. This helps to refine your product as it is made / constructed.
- Suggest improvements to products made and describe how to implement them (taking the views of others into account).
- Understand that many people work together to evaluate a product
- Understand that it is important to listen and reflect on what others say about their design – in order to refine it effectively
- Explain how closely, finished products, meet their design criteria and say what they could do better in the future.
- Understand that an evaluation should be made against the criteria design
- Say whether or not their final design was successful in achieving the intended criteria design



Geography: Map reading Ocean locations and environmental issues

Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world

- Describe and compare aspects of physical features. A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering; includes rivers, forests, hills, mountains, cliffs, coasts, oceans
- Compare and describe physical features of polar landscapes. The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.

Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries in Europe (including Russia), North and South America

- Know how to locate a range of countries in Europe, North and South America Southern hemispheres (Yr3). Explore further lines of latitude include: Tropics of Cancer and Capricorn: The Tropic of Cancer lies at 23.5 degrees north and the Tropic of Capricorn lies at 23.5 degrees south of the Equator. The area of the Earth which lies between both of these lines is called the tropics.
- Arctic and Antarctic circle The Arctic Circle lies at 66.5 degrees north whilst the Antarctic Circle lies at 66.5 degrees south.

Explain how people try to sustain environments.

- Describe altitudinal zonation on mountains. Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments and the summits of mountains, which are usually covered in ice and snow and don't support any life.
- Draw sketch maps and plans using standardised symbols and a key.
- Create a detailed study of geographical features, such as a significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an **area**

Art and Design Sketching painting and collage work

Add textural materials to paint to create a desired effect

- Explore texture by adding materials such as sand, grit, glue, seeds, cotton and wood to it.

Use tone to emphasise form in drawing and painting

- Use a variety of softer and harder pencils and pressure to create tone in drawings. Use hatching and cross hatching to create shading and apply to tropical fish.

Comment on similarities and differences between own and others' work, describing what they feel about both

- can use vocabulary such as: complimentary, contrasting, harmonious, similar, difference to describe their own and others' art.

Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.

Physical Education

Each class will do one term of swimming and two terms of other sports.

Swimming

- Swim competently, confidently and proficiently over a distance of at least 25m
- Use a range of strokes effectively
- Perform a self-rescue in different water based situations



Year 4 Subject Focus: Spring Term

Religious Education Holy week

Why do Christians call the day Jesus died Good Friday?

Make sense of belief

- Recognise the word Salvation, and that Christians believe that Jesus came to save or rescue people.
- Offer informed suggestions about what the events of Holy Week mean to Christians
- Give examples of what Christians say about the importance of the events of Holy Week
- Understand the impact
- Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities
- Make Connections
- Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died Good Friday giving good reasons for their suggestions.



Science:

Recognise that living things can be grouped in a variety of ways. Know that:

- Animals can be grouped according to have a backbone (vertebrates) and not having a backbone (invertebrates)
- Vertebrates can also be grouped into: fish, amphibians, reptiles, mammals and birds
- Fish: has gills in order to breathe; lays eggs in water; has fins and scales/
- Amphibians: has gills and lungs; lays eggs in water; has damp wet skin; cold blooded
- Reptiles: has lungs to breathe; lays eggs on land; dry skin; scales; cold blooded
- Mammals: has lungs to breathe; gives birth to live young; have hair on their body; warm blooded; feeds babies with milk
- Birds: has lungs to breathe; lays eggs; has feathers; warm blooded
- Invertebrates can also be grouped as:
 - Insects: 6 legs; 3 parts of the body
 - Arachnids: 8 legs; 2 parts to the body
 - Molluscs: slimy; often with a shell
- Plants can be grouped according to non-flowering and flowering
- Flowering Plants: rose, tulip, poppy, deciduous trees (those which lose their leaves)
- Non-Flowering Plants: algae, Coniferous (trees which do not lose their leaves), ferns

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

- Know that living things can be classified using keys such as a dichotomous key
- Recognise that environments can change and that this can pose dangers to living things

Environments can change due to: human activity; seasonal change or natural disasters

- Know changes in an environment can affect one or more living things which can then have a subsequent effect on others

Construct and interpret a variety of food chains, identifying producers, predators and prey.

Computing

Charanga-Lean On Me and Year 4 recorder tuition

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Use and understand staff and other musical notations.
- Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.





Year 4 Project Focus: Spring Term



Symbols of Faith Project Week

RE: How is faith expressed in Sikh communities and traditions?

- Make sense of belief
- Identify and describe key Sikh beliefs and values including Wahegguru and Sewa
- Explain examples of texts such as the Mool Mantar
- Consider questions about belief that all humans are equal to God.
- Understand the impact
- Make simple connections between sacred text and practice eg: in the provision of food and care for those left out.
- Describe how people show their Sikh identity in dress behaviour and values.
- Make Connections
- Raise questions about what it means to live a good life and examine Sikh answers
- Make links between their own ideas and values and those held dear in Sikh common lives
- Give good reasons for their views about the importance of values such as equality, community, tradition and respect.

How and why do people try to make the world a better place?

- Make sense of belief
- Identify some beliefs about why the world is not always a good place
- Make links between religious beliefs and teachings and why people try to live and make the world a better place.
- Understanding the impact
- Make simple links between teachings about how to live and ways in which people try to make the world a better place (Tikkun Olam and charity Tzedek)
- Describe some examples of how people try to live.
- Identify some differences in how people put their beliefs into actions.
- Make connections
- Raise question and suggest answers about why the world is not always a good place and the best ways of making it better
- Make links between some commands for living from religious traditions non religious world views and pupils own ideas
- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied giving good reasons for their views

DT Knowledge and Skills

Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes

- understand that to make a dish it is important to use the correct amount of ingredients.
- understand that ingredients can be measured in metric measurements (ml, cl, l, g, kg)
- understand that ingredients can be measured in imperial measurements (cups, tsp, tbsp, pint, oz, lbs)
- understand that a scale can be electronic or analogue and can measure using both

Writing Knowledge and Skills

- Plan, organise and edit their writing.
- Discussing and organising ideas.
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Organise paragraphs around a theme.

SMSC Links

The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

To have a sense of enjoyment and fascination in learning about themselves, others and the world around them

The ability to recognise the difference between right and wrong

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

Exploring and improving understanding of and showing respect for different faiths and cultural diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



Modern Foreign Languages

Colours Vocabulary

Les couleurs.

Quelle est ta couleur préférée?

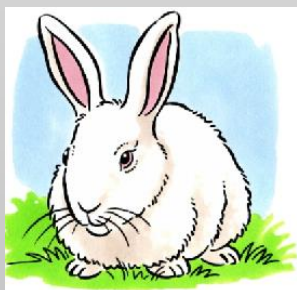
Quelle est ta couleur préférée?

Jaune, vert, rose? Rouge, bleu, blanc? Noir, gris, marron? Orange ou violet?

Quelle est ta couleur préférée? Quelle est ta couleur préférée?

Easter theme vocabulary

Joyesuses Pâques, Un lapin de Pâques, un oeuf de Pâques, Un poussin, les fleurs, les oiseaux, les agneaux.



Music

Charanga-Lean On Me and Year 4 recorder tuition

- Play or sing music from notation and memory.
- Know when playing or singing notation, the shape and colour of a note denotes its length.
- Know the shape of a rest denotes its length,
- Know the position of a note on the staff denotes the pitch of the note and letters above or below the notes, such as p or f, denote the dynamics.
- Play and create repeated rhythmic patterns.
- Know repeated rhythmic patterns are a series of long and short sounds that are played over and over again.
- Know repeated patterns can be found in all music.
- Know short, repeated patterns and called motifs.

