



# Leagrave Primary School

'Striving for Excellence, Learning for Life.'



Year 4 Curriculum Organiser  
**Summer Theme: 1066**

## English: Great Expectations-

### Narrative

#### Reading Knowledge and Skills

- Know how to identify or explain why a character performed a specific action using evidence in the text
- Know that a story will have a theme or a moral and how to identify it.
- Know how to explain the purpose of paragraphs, bullet points, numbers and labels in a text.

- Know how to identify similarities and differences in texts

#### Writing Knowledge and Skills

- Use the possessive apostrophe for irregular plurals.
- Use dialogue correctly
- Use correct subject verb agreement.
- Use a wide range of interesting vocabulary to improve a piece of writing.
- Use nouns expanded by adding modifying nouns and prepositional phrases.
- Plan, organise and edit writing.
- Use a wider range of conjunctions, including when, if, because and although.
- Propose changes to grammar and vocabulary to improve consistency.
- Create descriptions of settings using language relating to the senses.

## English: Persuasive Writing

#### Reading Knowledge and Skills

Know how to identify or explain why a character performed a specific action using evidence in the text

Know that a story will have a theme or a moral and how to identify it.

#### Writing Knowledge and Skills

Use fronted adverbials

Explore features including: alliteration and exaggeration, word play, rhyme

Use rhetorical questions

Use emotive language

### 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

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## Year 4 Basic Skills Coverage Summer Term One

### Personal, Social, Health and Relationship

#### Education:

#### Relationships

- Recognise situations which can cause jealousy in relationships.
- Identify someone I love and can express why they are special to me
- Tell you about someone I know that I no longer see.
- Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.
- Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.
- Know how to show love and appreciation to the people and animals who are special to me.

### Whole School Values Focus

FRIENDSHIP

## Maths:

### Knowledge and Skills

#### Decimals:

- Compare numbers with the same number of decimal places up to two decimal places
- Round decimals with one decimal place to the nearest whole number.
- Recognise and write decimal equivalents to  $1/4$ ,  $1/2$  and  $3/4$ .
- 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.

#### Money:

- Estimate, compare and calculate different measures, including money in pounds and pence.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.

#### Time:

- Read, write and convert time between analogue and digital 12 and 24 hour clocks.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

**Times Table Focus:** 12 x12 including related division facts

### Class Reader

Krindlekrax



## English: The Water Cycle

### Reading Knowledge and Skills

- Know how to explain what word x tells me about word y
- Identify how how/why author's clauses and phrases add meaning
- Know how to identify and comment on the author's use of similes, metaphors and personification
- Know how an author's choice of language can impact on the reader
- Know how to identify similarities and differences in characters' reactions in stories
- Know how to compare and contrast different characters, settings and themes
- Know how to compare a text giving reasons for opinions
- Know that characters can have different reactions to an event in the same story and explain why.

### Writing Knowledge and Skills

- Plan writing by discussing writing similar to that which they are planning in order to learn from its structure, vocabulary and grammar.
- Draft and write by organising paragraphs around a theme,
- Write non narrative material, using simple organisational devices.
- Use of bracket for parenthesis.

## English: Diary entry

### Reading Knowledge and Skills

- Know how to explain what word x tells me about word y
- Identify how how/why author's clauses and phrases add meaning
- Know how to identify and comment on the author's use of similes, metaphors and personification
- Know how an author's choice of language can impact on the reader
- Know how to identify similarities and differences in characters' reactions in stories
- Know how to compare and contrast different characters, settings and themes
- Know how to compare a text giving reasons for opinions
- Know that characters can have different reactions to an event in the same story and explain why.

### Writing Knowledge and Skills

- Draft and write by organising paragraphs around a theme,
- Write confidently for a range of purposes and audiences with ideas that are sustained, well-paced and logical.
- Maintain writing in first person.
- Effectively manage changes in tenses.

## Whole School Values Focus

**KINDNESS**

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## Year 4 Basic Skills Coverage Summer Term Two

### Personal, Social, Health and Relationship Education:

#### Growing Up-Christopher Winters

- Explore the human lifecycle
- Identify some basic facts about puberty, reproduction and pregnancy
- Learn about the physical changes associated with puberty

### 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

#### Symmetry:

- Identify, acute and obtuse angles and compare and order angles up to two right angles by size.
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Identify lines of symmetry in 2-D shapes presented in different orientations.
- Compare a simple symmetric figure with respect to a specific line of symmetry

#### Position:

- Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon.
- Describe movements between positions as translations of a given unit to the left / right and up / down.

#### Data:

- Interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

**Times Table Focus:** 12 x12 including related division facts

### Class Reader

Dead mans' cove





## Year 4 1066 Theme Summer Term

### Enrichment Opportunities

Wow Entry and Outcome: Trip  
Visits and Visitors: Warwick Castle



William of  
Normandy

Harold  
Godwinson

Harald  
Hardrada

Edgar Atheling



## History: Events of 1066

Compare and contrast two civilisations.

- Know characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. These characteristics can be similar or contrasting across different civilisations.
- Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.
- Know historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.

Describe and explain the impact of a past society on a local settlement or community.

- Know past events or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.

Explain in detail the multiple causes and effects of a significant historical event.

- Know every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes.
- Know the consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.
- Construct a profile of a significant leader using a range of historical sources.
- A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.

Sequence significant dates about events within a historical time period on historical timelines.

- Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.

Describe a series of significant events, which show changes over time in Britain.

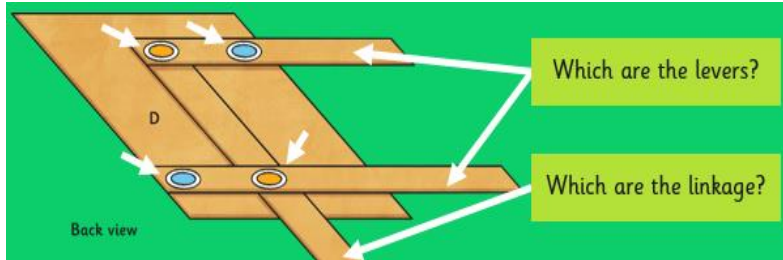
- Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions, crime and punishment



## Year 4 1066 Theme Summer Term

### Enrichment Opportunities

Wow Entry and Outcome: Trip  
Visits and Visitors: Warwick Castle



### Art and Design: Bayeux Tapestry

Draw from close observation to capture fine details

- Use a grid to an observational drawing in order to capture details in the right position (Bayeux Tapestry)
- Use hatching and cross hatching to show tone on an observational drawing

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.



### Design and Technology: Castle Structures and drawbridge mechanisms

Make healthy eating choices and explain why

- Healthy eating can help prevent many diseases. These include obesity, heart disease, high blood pressure, and type 2 diabetes.
- Healthy eating habits are more likely to stay with you if you learn them as a child. That's why it's important that children learn good habits now.

Use pulleys, levers and linkages in their products

- Children can apply the knowledge from year 3 into their own designs in year 4

Prototype and build frame and shell structures, showing awareness of how to strengthen, stiffen and reinforce.

- Understand that a net can be designed and assembled to make various shell structures – these include: cuboids, cubes, prisms and pyramids. These can be strengthened by considering the material used and also attaching gussets to the vertices
- Understand that shell structures can be designed and assembled and that can be strengthened through diagonal struts and gussets and the use of glue guns

Use a glue gun with close supervision

- Understand that there are hot-temperature glue guns which are appropriate for sticking wood and metals.
- Understand that there are cool-temperature glue guns which are appropriate for sticking paper, card and material
- Understand that wood and metal are hard and heavy, so need to be joined by a strong joining process (hot-glue gun etc.)
- Understand that materials such as paper, card, felt, cotton and wool are soft and light so can be joined by a weaker joining process (sticky tape, cool-glue gun etc.)

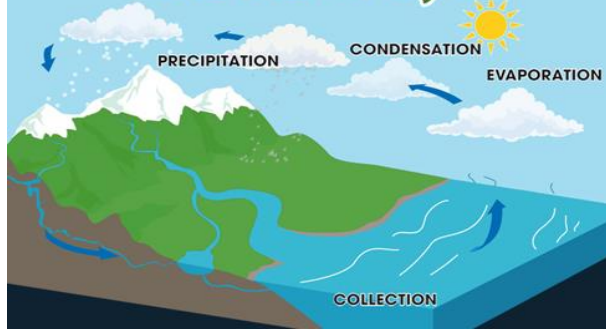
Children apply the knowledge from previous years to make plans

- 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).
- Know 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
- Can say whether or not their final design was successful in achieving the intended criteria design

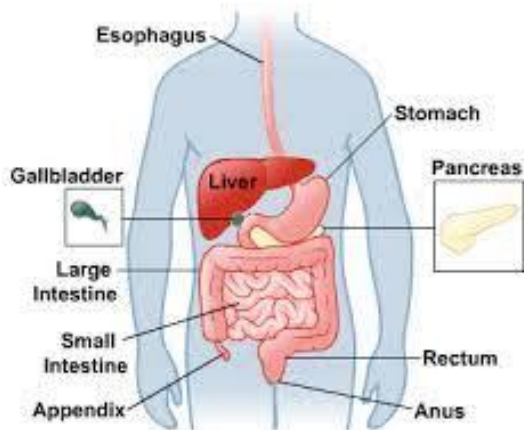


# Year 4 Subject Focus: Summer Term

## The Water Cycle



## States of Matter



### Science: Changing State (The Water Cycle) / The digestive system

#### Summer 1

Compare and group materials together according to whether they are solids, liquids or gasses

- A solid:: Keeps its shape and takes up the same amount of space
- A liquid:: Changes its shape, depending upon which container it is in
- Can be poured and flow
- A Gas: Do not keep their shape and fill up whatever container they are in
- Are often invisible

Observe that some materials change state when they are heated or cooled and measure the temperature at which this happens in degrees Celsius building on their teaching in mathematics

- What are the changes to state?
- Melting: solid to a liquid, i.e. when an ice cube melts – different solids will melt at different temperatures
- Freezing: liquid to a solid i.e. when you put water in the freezer – this happens when the temperature is 0c
- Evaporation: liquid to a gas i.e. puddles are heated and turn to gas
- Condensation: gas to a liquid i.e., when dew is formed on the grass
- Boiling happens at 100c

Identify the part played in evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

- The water cycle is the process by which water is recycled again and again.
- See image
- Water Evaporates: The sun heats up the water on the planet and it turns to a gas (water vapour and rises)
- Water Condenses: As the water vapour rises and cools and becomes droplets of water again and forms clouds
- Water falls from the clouds: as more water droplets collect the clouds become heavy and then the droplets fall
- Water returns back to the planet (seas, rivers etc.)

#### Summer 2

Describe the simple functions of the basic parts of the digestive system in humans

- Digestion: the way the body breaks food down to give the body energy
- The digestive system includes: mouth, tongue, pharynx, oesophagus, liver, stomach, large intestine, small intestine
- Digestion happens when:
  - Humans put food in their mouth
  - It is chewed by the teeth whilst the tongue moves the food around your mouth and tastes it
  - It is swallowed and goes down the pharynx and oesophagus and goes into the stomach
  - In the stomach is acid, which breaks the food down into even smaller parts so that it is made into a kind of soupy liquid
  - This mixture passes into the small intestine, where tiny pieces of food pass into the blood
  - The food that is left goes into the large intestine
  - Any leftover food passes out of the body as waste

Identify the different types of teeth in humans and their simple function

- There are 3 different types of teeth: incisors, canines, molars
- Incisors: front, sharp teeth used for cutting
- Canines: long, pointed teeth used for tearing
- Molars: Flat, hard teeth used for crushing and grinding
- Babies start to get teeth when they are around 6 months' old
- Children have 20 teeth
- Adults have 32 teeth



## Year 4 Subject Focus: Summer Term

### Physical Education

#### 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

#### Athletics

- Select and maintain a running pace for different distances.
- Practise throwing with power and accuracy
- Throw safely and with understanding
- Demonstrate good running technique in a competitive situation
- Explore different footwork patterns
- Understand which technique is most effective when jumping for distance
- Utilise all the skills learned in this unit in a competitive situation

### Music

#### Charanga-Blackbird and Year 4 recorder tuition

- Know how to 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.
- Know how to 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 that short, repeated patterns are called motifs.

### Religious Education: What was the impact of Pentecost?

#### Make sense of believe

- Make clear links between the story of Pentecost and Christian beliefs about the Kingdom of God on Earth
- Offer informed suggestions about what the events of Pentecost in Acts 2 might mean,
- Give examples of what Pentecost means to some Christians now

#### Understand the Impact

- Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now.
- Describe how Christians show their beliefs about the Holy Spirit in worship

#### Make Connections

- Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.

### Modern Foreign Languages

- Pets and family members
- Weather
- Hobbies and leisure activities



### Computing: We are Co-Authors

- Collaborative online work, particularly in wikis
- Be aware of their responsibilities when editing other people's work
- Become familiar with Wikipedia, including potential problems associated with its use practise research skills
- Write for a target audience using a wiki tool develop collaboration skills
- Develop proofreading skills.

#### Knowledge and Skills

- Know a search engine is a programme that searches for items on a database corresponding to key words specified by the user.
- Know different search engines available on the internet.
- Know that the key words used by the author determines the facts found.
- Know a wiki is a website created collaboratively by a community of users allow any user to add and edit.
- Locate the relevant tabs to edit and change information on a Wiki
- Know the tabs needed to add a page to a Wiki, know the tabs to use to edit and change a class Wiki
- Know where the history tab is on the Wiki page and what it shows
- Know the tab and steps to make to make to check content before using the change summary box.
- Know how to check content before changing.
- Know how to make the work public
- Explain the 5 Pillars of a Wiki
- Edit other peoples work responsibly
- Be familiar with the layout of a Wiki and problems that can happen.
- Write for a target audience (Year 4 children)
- Work as part of a team.
- Proof read articles before publishing

#### Geography

- Investigate a geographical hypothesis using a range of fieldwork techniques. Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis.



# Year 4 Project Focus: Summer Term

## Our Community, Our Country, Our World Project Week: France

### Geography Knowledge and Skills

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

- Describe a range of human features and their location and explain how they are interconnected. Human features can be interconnected by function, type and transport links.

Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants found at the seaside).

- Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet.
- Use the eight points of a compass, and know six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW).

Use four or six-figure grid references and keys to describe the location of objects and places on a map.

- Know a six-figure grid reference contains six numbers and is more precise than a four-figure grid reference.
- Know the first three figures are called the easting and are found along the top and bottom of a map.
- Know the second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.

- 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

Investigate, combine and organise visual and tactile qualities of materials and processes when making something.

- Know that colour choice in art can produce different moods or feelings
- Know that different textures in paint can be created in order to more accurately represent a specific form.

### Writing Knowledge and Skills

- Identify and use a range of features in non-fiction texts.
- Organise paragraphs around a theme.
- Plan, organise and edit writing.
- Use correct subject verb agreement e.g. 'we were' not 'we was'.
- Evaluate and edit by assessing the effectiveness of their own and other's writing and suggesting improvements.

### SMSC Links

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others  
Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

