

# Year 4 Curriculum

## Writing

In Year 4 we write narrative stories that contain mythical and historical characters or events. Our class texts are the Revolting Rhymes and Charlie and the Chocolate Factory by Roald Dahl. We also write letters, plays, newspaper reports, instructional and persuasive writing and non-chronological reports. These are linked to class texts and topics taught throughout the year. We will be learning some Poetry by heart and perform a significant poem. We write a range of poems that convey an image (simile, word play, rhyme and metaphor).

## Reading

We read and listen to a wide range of styles of text, including myths and legends, our class texts and others exploring different experiences relevant to the children. We listen to and discuss a wide range of texts and learn poetry by heart. We read together and independently a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. We regularly take part in conversations about books and have reading partners with Year 1 where we read and share a variety of books together to encourage a love for reading.

## Communication

We engage in meaningful discussions in all areas of the curriculum and listen to and learn a wide range of subject specific vocabulary. Through reading we identify vocabulary that enriches and enlivens stories and use this to improve our own writing. We speak to small and larger audiences at frequent intervals and practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English. We listen to and tell stories often so as to internalise the structure. Across the curriculum, we discuss and share our work together discussing how we can make improvements.

## Mathematics

We count and calculate in increasingly complex contexts, learning a variety of mental and written strategies for addition, subtraction, multiplication and division. We then work on real life experiences and problem solving to become efficient at using these. We apply mathematical knowledge across the curriculum, in particular in science, technology and computing. We deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts. We explore numbers and place value so as to read and understand the value of all numbers including fractions, decimals and negative numbers. We Use the properties of shapes and angles in increasingly complex and practical contexts, including real life contexts. We learn to describe position, direction and movement in increasingly precise ways and we use and apply measures to increasingly complex contexts. Across the curriculum we gather, organise and interrogate data and learn to create our own data and graphs.

## Science

Our topics include Light and shadow where we explore why we have day and night and what creates shadows through investigative work. We study Forces and magnets finding out about how magnets work and forces around us.

## R.E.

In RE we explore the Bible reading a variety of Scripture and learn to understand their meanings and messages through a variety of discussions and activities. We learn about the Catholic Social Teaching and find out about the different themes which include the dignity of the human person, family and community, rights and responsibilities and the dignity of work. We learn to understand about the Mass

and the prayer including the Our Father and the Creed. We explore our local church community and also the Catholic community across the world. We learn about many events in the liturgical year and how this can help and improve our lives today through God's messages.

## **Art & Design**

We use experiences from other subjects across the curriculum and ideas as inspiration for artwork. We develop and share ideas in a sketchbook and in finished products. We find ways in which to improve our art and design techniques. Through our topics we learn about the great artists and designers throughout history.

## **Computing**

We design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. We use sequence, selections and repetition in programs; work with variables and various forms of input and output. We use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs and we understand computer networks including the internet. We understand the World Wide Web and use it to help us in our work across the curriculum. We create opportunities for communication and collaboration. We learn how to describe internet search engines and how they find and store data; we use search engines effectively. We learn and understand how to use technology responsibly, securely and safely. We can select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## **Design & Technology**

We use research and develop design criteria to inform the design of innovative, functional,

appealing products that are fit for purpose, aimed at particular individuals or groups.

We generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. We learn to be able to evaluate, investigate and analyse a range of existing products. We create different products linked to topics across the curriculum.

## **Geography**

We learn to locate the world's countries, with a focus on Europe and those that are linked to our topics such as our autumn topic, where food comes from. We understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and other countries. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle. We explore human geography, including: settlements, land use, economic activity and trade links. We use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. We use a wide range of geographical sources in order to investigate places and patterns.

## **History**

We explore life as a Roman, learn about Roman settlements and what it was like to be a soldier in the Roman army. We learn about the children on the home front and the Mayans.

## **Music**

We improvise and compose music using the inter-related dimensions of music separately and in combination. We listen with attention to detail and recall sounds with increasing aural memory. We use and understand the basics of the staff and other musical notations. We appreciate and understand a wide range of high-quality live and recorded music from

different traditions and from great musicians and composers and develop a basic understanding of the history of music.

### **Personal Development**

As part of our Key Stage 2 U Can Shine initiative we discuss and learn techniques to improve in the eight areas of 'success' which include respect, attitude, resilience and confidence. We study role models who have achieved success. We use these skills to improve our overall learning and achievements.

### **Physical Education**

We play competitive games, modified where appropriate, such as football, rugby, netball, rounders, cricket, hockey, basketball, and tennis and apply basic principles suitable for attacking and defending. We take part in gymnastics, athletics activities and perform dances. We take swimming instruction every year in Key Stage 2.

### **P.S.H.E.**

We explore and discuss how to maintain physical, mental and emotional health and wellbeing. We understand how to make informed choices about health and wellbeing and to recognise sources of help with this. We learn how to recognise and manage emotions within a range of different relationships. We learn how to live in the wider world and we learn how to respect one another and how this can impact our community.