

**Year: 4**

# Curriculum Overview 2023-2024

**Term: Summer**

|                                      | <b><u>Summer 1:</u></b>  |   |        |        |        |   | <b><u>Summer 2:</u></b> |        |        |        |  |        |
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|                                      | Week 1   | Week 2  | Week 3 | Week 4 | Week 5 | Week 6  | Week 1                  | Week 2 | Week 3 | Week 4 | Week 5   | Week 6 |
| <b>English Book</b>                  |  |   |        |        |        |   |                         |        |        |        |  |        |
| <b>English - Genres</b>              | Poetry   | Non-chronological reports   |        |        |        | Narrative: The Journeys of Edward Tulane.   |                         |        |        |        | Persuasive texts, School building plan, and formal letters.  |        |
| <b>English - Objectives / Skills</b> | Exploring Poetic Language in new window<br><br>In this unit, the children explore a range of poems, focusing in depth on the work of two poets. They plan, rehearse and perform a choral reading of a poem. They learn about personification, simile and metaphor, including these in their poems. They explore the patterns of rhyme and rhythm in shape and syllabic poems, reading cinquains and then creating their own. They watch and evaluate performances, and their mind map descriptions and stories are used to create poems. | In this unit, the children explore the big question: What is the world's most incredible sport? They read the interactive eBook, finding information and distinguishing between fact and opinion. They answer the big question, planning and writing their own non-chronological report |        |        |        | The Miraculous Journey of Edward Tulane is a wonderfully beautiful book about a rabbit that has to endure the most amazing of journeys to find true love in the world. The book deals with many issues and handles them all with gentleness and grace. There are a extended writing, sessions will revolve around engagement with the text and discussing its effectiveness |                         |        |        |        | In this unit, children: Respond appropriately to the contributions of others in light of differing viewpoints. Investigate how talk varies with age, familiarity, gender and purpose. To be able to plan a balanced argument. We will look at the plans to sell off part of the park and school grounds for housing development. Children will come up with both sides of the argument, have a debate and then create a letter against it. |        |

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| <b>Science – Unit</b>                | Living things and their habitats and  |  |  |   |
| <b>Science - Objectives / Skills</b> | <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>Plants</p> <ul style="list-style-type: none"> <li>To sequence pictures to show the stages of development of a seed to a plant. To identify and know the function of the main parts of a plant – root, stem, leaves and flower.</li> <li>That plants can provide food for us and some are grown for this. To make careful observations</li> <li>To make careful observations and measurements of plants.</li> <li>That plants need water, but not an unlimited supply of water for healthy growth.</li> <li>To use apparatus to measure height of the plant and a volume of water. To plan a fair test. To make a prediction. To observe the results of the experiment. To interpret the results of the experiment and draw conclusions.</li> <li>To be able to recognise when a comparison is unfair.</li> <li>That plant growth is affected by temperature. To carry out a fair test.</li> <li>To use a large number of plants to provide sufficient evidence.</li> <li>to be able to collect relevant evidence. To make careful measurements. To use results to draw conclusions.</li> </ul> |  |  |   |
| <b>History – Unit</b>                |   |  |  |   |
| <b>History- Objectives / Skills</b>  |   |  |  |   |
| <b>Geography - Unit</b>              | Beyond the magic kingdom.   | How can we live more sustainably?  |  | Map skills  |
| <b>Geography Objectives / Skills</b> | <ul style="list-style-type: none"> <li>Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the Magic Kingdom from countries around the world;</li> <li>Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world;</li> <li>Recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain</li> </ul>   | <ul style="list-style-type: none"> <li>Describe and explain using examples what living sustainably means;</li> <li>Identify, describe and explain the differences between renewable and non-renewable resources;</li> <li>Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable;</li> <li>Understand in basic terms how solar panels and wind turbines generate electricity;</li> <li>Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing;</li> <li>Explain how electricity is generated in hydroelectric power stations;</li> <li>Understand why creating new habitats for birds are good examples of sustainable development;</li> <li>Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable;</li> <li>Recognise and explain ways in which their lives at home could be more environmentally sustainable.</li> </ul> |  | <ul style="list-style-type: none"> <li>OS symbols and 4 fig Grid references map skills .</li> </ul> |

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| <b>ICT – Unit</b>                 | <b>Creating Media – photo editing</b>   | <b>Creating Media – podcasting using Audacity</b>   | <b>Lego WeDo</b>  |
| <b>ICT - Objectives / Skills</b>  | <ul style="list-style-type: none"> <li>To explain that the composition of digital images can be changed.</li> <li>To combine images for a purpose.</li> <li>To evaluate how changes can improve an image</li> </ul>   | <ul style="list-style-type: none"> <li>To identify that sound can be recorded</li> <li>To recognise the different parts to creating a podcast project.</li> <li>To apply audio editing skills independently.</li> </ul>   | <ul style="list-style-type: none"> <li>use sequence and repetition.</li> <li>refine algorithms to improve efficiency</li> <li>control or simulate physical systems</li> </ul> <p>Pupils begin to explore and notice the similarities and differences between programming languages and use this knowledge to help them create and debug programs efficiently.</p> |
| <b>RE – Unit</b>                  | <b>Humanism- How do non-religious people celebrate new life?</b>  | <b>Thematic- Why do some people make promises?</b>  |   |
| <b>RE - Objectives / Skills</b>   | <ul style="list-style-type: none"> <li>To understand what is meant by “non-religious people” and “worldview” and have a basic understanding of Humanism and 3 of the 5 key beliefs and principles that are most relevant to this unit</li> <li>That celebrating new life is important to many people</li> <li>Why people choose to celebrate the birth of a baby and how important this celebration is to the different people involved and the wider community</li> <li>That there are similarities and differences in the ways in which religious and nonreligious people celebrate the birth of babies</li> <li>That for most Humanists, it’s important that a child is given the freedom to choose what they believe for themselves</li> <li>How ceremonies celebrating new life can help a person develop their identity and recognise how people express belonging through their actions</li> <li>That ‘new life’ might not just be about celebrating the birth of a child, but can also be a new beginning in a person’s journey through life and can be a celebration of a child or person’s freedom to find their own path in life.</li> </ul> | <ul style="list-style-type: none"> <li>That for most religious people, many promises are made ‘before God’ and demonstrate their commitment to God and to others</li> <li>That non-religious people make promises to help build strong relationships and to demonstrate commitment to each other</li> <li>That promises may be hard to keep and take place throughout life by religious and non-religious people, such as promising to look after a new baby, joining a faith community or promises to look after each other in marriage</li> <li>That many Sikhs and Christians make promises to show their love for God and for others, and in the actions they take as a result</li> </ul>   |   |
| <b>PHSE – Unit</b>                | <b>Relationships</b>  | <b>Changing me</b>  |   |
| <b>PHSE - Objectives / Skills</b> | <ul style="list-style-type: none"> <li>I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</li> <li>I can identify someone I love and can express why they are special to me</li> <li>I can tell you about someone I know that I no longer see</li> <li>I can explain different points of view on an animal rights issue</li> <li>I understand how people feel when they love a special pet</li> <li>I know how to show love and appreciation to the people and animals who are special to me</li> </ul>  | <ul style="list-style-type: none"> <li>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</li> <li>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>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</li> <li>I know how the circle of change works and can apply it to changes I want to make in my life</li> <li>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</li> <li>I can identify what I am looking forward to when I am in Year 5</li> </ul> |   |
| <b>ART- Unit</b>                  | <b>Da Vinci</b>   |   |   |

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| <b>ART - Objectives / Skills</b> | <ul style="list-style-type: none"> <li>To understand who Leonardo da Vinci was and what he was famous for during the Renaissance.</li> <li>To explore Leonardo da Vinci's portrait paintings and drawings.</li> <li>To explore Leonardo da Vinci's use of perspective and composition in his religious paintings. To explore and understand how to use Leonardo da Vinci's drawing techniques.</li> <li>To explore inventions designed by Leonardo da Vinci.</li> <li>To explain how Leonardo da Vinci's ideas influenced other artists and scholars during the Renaissance and modern day.</li> </ul>  |                    |                   |  |                             |                                  |
| <b>DT- Unit</b>                  |   |                    |                   | Seasonal foods   |                             |                                  |
| <b>DT - Objectives / Skills</b>  |   |                    |                   | <ul style="list-style-type: none"> <li>To cook using British ingredients available all year round.</li> <li>To know how seasonal fruits in Britain are grown and processed.</li> <li>To understand why vegetables, form an important part of a healthy and varied diet.</li> <li>To find out about how seasonally produced meat can form part of a healthy diet.</li> <li>To know how fish are caught or reared, processed and used in healthy meals.</li> <li>To show what you have learned about eating seasonal food as part of a healthy, varied diet.</li> </ul>  |                             |                                  |
| <b>PE- Unit</b>                  | Striking and Fielding   |                    |                   | Outdoor Athletics  |                             |                                  |
| <b>PE - Objectives / Skills</b>  | <ul style="list-style-type: none"> <li>In this unit children learn how to hit or strike the ball into spaces, so that they can score runs in different ways.</li> <li>When fielding, they learn how to work together to keep the batters' scores down. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition.</li> <li>In striking and fielding games, players achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets or around bases to score runs.</li> <li>When fielding, they try to prevent runs or points being scored</li> </ul> |                    |                   | <ul style="list-style-type: none"> <li>recognise and name a variety of different athletic events and techniques;</li> <li>apply and try to improve existing running, throwing and jumping skills;</li> <li>show increasing control and co-ordination when running and performing a jump or throw; follow step-by-step instructions, copy actions and learn new techniques with some accuracy, control and fluency;</li> <li>combine and apply new skills and techniques with increasing success, control and fluency when participating in running, jumping and throwing activities and games;</li> <li>identify aspects of how a skill or technique has been performed and suggest ways to improve performance;</li> <li>work effectively as part of a team.</li> </ul> |                             |                                  |
| <b>Maths – Unit</b>              | Decimals  | Measurement: Money | Measurement: Time | Statistics   | Geometry: Property of Shape | Geometry: Position and Direction |

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| <b>Maths - Objectives / Skills</b>                       | <ul style="list-style-type: none"> <li>Compare numbers with the same number of decimal places up to two decimal places.</li> <li>Round decimals with one decimal place to the nearest whole number.</li> <li>Recognise and write decimal equivalents to !" , ! \$ and % "</li> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>Estimate, compare and calculate different measures, including money in pounds and pence.</li> <li>Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul> | <ul style="list-style-type: none"> <li>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</li> <li>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul> | <ul style="list-style-type: none"> <li>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul> | <ul style="list-style-type: none"> <li>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</li> <li>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</li> <li>Identify lines of symmetry in 2-D shapes presented in different orientations.</li> <li>Complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul> | <ul style="list-style-type: none"> <li>Describe positions on a 2-D grid as coordinates in the first quadrant.</li> <li>Plot specified points and draw sides to complete a given polygon.</li> <li>Describe movements between positions as translations of a given unit to the left/ right and up/ down.</li> </ul> |
| <b>Further Learning and Cultural Capital Experiences</b> | Bikeability<br>Palm Valley Academy Zoom call<br>Seed Sowing<br>Pond work and Woodland mini-beast hunt  |   |   | Nower Wood TBC<br>Sports Day<br>Oceans Day<br>Science Workshop<br>Growing seasonal foods.  |  |  |