



Half-Term Curriculum Overview



Year 4 Spring 2 - 2017

English

- **Reading:**
- I can put together clues from action, dialogue and description to infer meaning.
- I can identify features of different fiction texts.
- I understand how the author wants the reader to respond.
- I know how suspense is built up in a story, including the development of a plot.
- **Writing:**
- I can consider the needs of the reader and provide background information in my writing.
- In non-fiction I can write a clear introduction followed by logical points, with sub-headings, drawing to a defined conclusion.
- I can proof read to check for errors in spelling, grammar and punctuation.
- I can write the Standard English forms of verb inflections.
- My vocabulary choices are more thoughtful.
- **Speaking and listening:**
- I can make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting.

Mathematics

- **Fractions**
- I can find fractions of quantities including non-unit fractions.
- I can recognise and write decimal equivalents for $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
- **Geometry**
- I can describe a position on a 2D grid as co-ordinates in the first quadrant.
- I can translate shapes.
- **Measures**
- I can estimate, calculate and compare different measures, including money in pounds and pence
- I can find the area of a rectilinear shape by counting in squares.
- I can measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.

Number Facts

Children need to learn all of their times table facts by the end of Year 4, so continual revision at home is recommended. Each week the children will be given a new times table fact to learn, and tested the following Friday. Please focus on the 7 and 8 times tables this half term.

RE – How is Easter celebrated around the world?

- To be able to locate different countries in an atlas and on a globe. (Geography target)
- To identify the main events of the Easter story according to Christianity.
- To identify the moral teachings from the Easter story.
- To be able to explain the religious practices of Easter time.
- To be able to compare Easter celebrations in more than one country.

Homework

- **Learning Logs:** Children choose a *minimum* of 5 activities to complete over the term. The learning log is to be returned to school on the final week of the term. However, teachers may ask children to bring them in at regular intervals to check progress children are making.
- **Maths:** mymaths.co.uk homework for pupils in Y2 – 6 is to be completed weekly.
- **Spellings:** A test each **Friday** and new spellings to be learnt given out on a **Friday**.
- **Reading:** To be practiced regularly. Books are changed when necessary.
- **Library Books** can be changed by Y4 at dinner time on a Tuesday.
- **Home/School Records:** Please ensure these are sent into school every day.

History/ Geography – Ancient Egypt

- To place periods of history on a timeline showing periods in time.
- To identify the differences in the domestic and rural lives of the Ancient Egyptians compared to my own life.
- To explain the differences between the wealthy and poor Ancient Egyptian people.
- To explain the process of mummification and the journey to the afterlife.
- To identify some key religious beliefs of the Ancient Egyptians.
- To use my knowledge of the Ancient Egyptian numerical system to solve mathematical problems.

Computing

- To create games and apps that include variables in them (e.g. as a score counter).
- To use repeat events in programs.
- To debug any errors in programs.
- To independently design and code a program that uses a variety of commands.

PE (Hockey and Dance)

- To be able to move and find space when they are not in possession during a game.
- To be able to hit a ball accurately and with control.
- To adapt and vary tactics and adapt skills according to what is happening.
- To work on their dance movements and refine them.
- To show their dance is clear and fluent.

DT and Cookery

- To design a product, taking into account the needs of my target audience.
- To produce a labelled design and explain it to others.
- To be able to choose appropriate materials - and evaluate the effectiveness/ quality of my final product.
- **Cookery** – To developing sensory vocabulary and knowledge to evaluate my final piece.
- **Cookery** – To be able to work safely and hygienically.

PSHCE

- To be able to explain the meaning of sustainable living.
- To be able to identify the positive impact of sustainable living.
- To explain conservation and the impact it has on our lives.

Music and MfL

- **Music:** To understand about the pentatonic scale. To use and understand vocabulary including: beat, rhythm, pitch and dynamics. To be able to listen to others when performing together using musical instruments.
- **Spanish:** To be able to describe where I live.

SMSC

In assemblies we will be asking why Lent is an important time of the year for Christians. We'll also be discussing: what our aspirations are, what we can learn from St. Patrick and the importance of mother's day. We will also learn about Holy week and Easter and why this is such an important time in the calendar. All children will take part in the annual church Easter Service. In class they'll be learning about sustainability and how we can reduce, reuse and re-cycle to help the environment. The whole school will also take part in fundraising activities to raise money for Red Nose Day.

www.parkfieldprimary.com



- ✓ Visit the Parkfield website to: read the latest class news, look at photo slideshows and go to the Parents' Zone to access resources to help you support your child learn at home!
- ✓ Ask your child to login to Edmodo to do online writing and maths tasks at home!
- ✓ Click on the Bug Club link to access the school's exciting online reading scheme.
- ✓ Access School Gateway to pay for school dinners and trips.