

## Year 4 Parent Information on the Curriculum (Terms 3-4)

### English

**ENGLISH- READING: Core Text:** Perry Angel's Suitcase by Glenda Millard

- I can use a dictionary to check the meaning of words I have read.
- I can read with sustained interest, a wide range of books for my own enjoyment and to support my learning.
- I can reflect on what I have read and think about the deeper meaning and subtle implications.
- I can appreciate the techniques and language the writer has used and the effect it has on the reader.
- I check that texts make sense to me and can discuss the meaning of words in context.
- I can retrieve information and key details from the text.
- I can make predictions from details that have been stated and implied
- I can make inferences and begin to justify them with evidence from the text

**ENGLISH WRITING: Narrative: Rags to Riches Tale, Non Fiction:**

#### **Persuasive letter writing**

- I can write a clearly-structured narrative, with developed characters and settings.
- I include action, description and dialogue in my narrative writing to move on the events.
- I can correctly punctuate direct speech.
- I edit my writing to improve its impact on the reader.
- I can independently select words which are appropriate for the task and use them accurately.
- I can produce handwriting that is legible and consistent in size. My letters are joined appropriately.

### Science

#### **Working Scientifically**

- Build skills in order to become accurate, careful and confident practical scientists.
- Ask and answer pertinent questions to help better understand an area of science that they are interested in.
- Plan and carry out a fair test by using equipment accurately and taking exact readings or measurements.
- Draw conclusions from their results and record them using a range of graphs and charts.



### Learn Inspire Flourish Enjoy

### Art

#### **What makes a village?**

- Create sketch books to record their observations and use them to review and revisit ideas - 3D sketching techniques
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Artist Focus: Alice Mara

### DT

#### **Costume, set and props for the performance.**

- To use understanding of how the shape of a structure can influence its strength and how their own structure can be strengthened by internal support and exterior reinforcement
- Know how to use and manipulate materials in order to create a structure

### P.E.

**Dance**- choreography for the Year 4 show

**Sport** - Football Skills

### RE

#### **What is the Qur'an and why do many Muslims try to learn it by heart?**

- Pupils can identify the ways in which Muslims treat the Qur'an as a sacred text and describe the impact that learning it has on the life of a Muslim.
- They can compare some Muslim beliefs about the Qur'an with Christian and Jewish beliefs about their sacred texts.

### Computing

#### **Data logging**

- Recognising how and why data is collected over time
- Using data loggers to carry out an investigation.

### Maths

- 7, 11 and 12 times-table
- Multiply 3 numbers/Efficient multiplication
- Measure in kilometres and metres
- Perimeter of rectilinear shapes
- Find missing lengths in rectilinear shapes
- Calculate perimeter of rectilinear shapes
- Perimeter of regular polygons
- Written methods
- Multiply 2-digits by 1-digit
- Divide 2-digits by 1-digit
- Divide 3-digits by 1-digit
- Correspondence problems
- Daily times tables practice
- Daily counting and calculation skills

### Geography

#### **City or village: Where would you like to live?**

Human geography, including: types of settlement and land use.

**Core Skills:** Research to discover features of cities and villages

#### **Core Knowledge:**

- Know the main features of a well-known city
- Know the main features of a village
- Know the main physical differences between cities and villages
- Know why people are attracted to live in cities
- Know why people may choose to live in a village rather than a city

### History

#### **What is wonderful about Wantage? A study of Wantage Market place and how this has changed over 200 years**

**Interpret-** (making links to previous eras taught)

- Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past and to find evidence of origins of the area being inhabited

#### **Chronology**

- Plot significant events on a timeline using centuries

#### **Significance**

- Research significant individuals from the area (Alfred the Great, J. Betjamin, Lord Lindsay)