



Year 4 Curriculum Summer Term 2 2022

We thought you would find it useful to have a clear idea about the skills and vocabulary your child will be learning this term. The information below is, of course, only a starting point, and they will learn much more than we have written down!

Key Learning: English and maths

Reading	Writing	Maths
<ul style="list-style-type: none">• Discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.• Asking questions to improve their understanding of a text.• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<ul style="list-style-type: none">• Use of inverted commas and other punctuation to indicate direct speech.• Create settings, characters and plots.• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.• Assess the effectiveness of their own and others' writing and suggest improvements.• Discuss writing similar to that which they are writing to understand and learn from its structure, vocabulary and grammar.• Organise paragraphs around a theme.	<ul style="list-style-type: none">• Read, write and convert time between analogue and digital 12 and 24-hour clocks.• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.• Identify acute and obtuse angles and compare and order angles up to 2 right angles by size.• Identify lines of symmetry in 2-D shapes presented in different orientations.• Describe positions on a 2-D grid as coordinates in the first quadrant.

Spellings

Teachers teach a range of spelling strategies to the children during the term. Children will be challenged by spellings at their level and the teachers teach the spelling and the meanings of the year 3 and 4 statutory word list. Teachers will use a range of methods to assess whether the words can be spelt, and they can be used in the correct context. Children will not have word lists sent home to be learnt for a test unless this is part of an individual plan linked to the needs of that child.



Whole Class Guided Reading

Operation Gadgetman - Malorie Blackman

Romans:

Ancient Rome: BBC

Romulus and Remus by Rudyard Kipling

Boudica: A Celtic Folk Song

Songs from Musicals:

The Place Where the Lost Things Go from Mary Poppins Returns

Castle on a Cloud from Les Misérables

A Spoonful of Sugar from Mary Poppins

Summer Term 2 Key Vocabulary and Skills

This is a brief overview of some of the vocabulary the children will learn this half term. It is the minimum we expect all the children to know and understand well by the end of this half term.

History – The Roman Empire

Vocabulary	Skills
Import - buying from another country Export – selling goods and services to other countries Trading partners – countries between agreements are made to buy and sell goods Roads – a long piece of hard ground between two places Waterways – a canal, river or channel of sea which ships, or boats can sail along	Understand the methods of historical enquiry, including how evidence is used to make historical claims Construct informed responses that involve thoughtful selection and organisation of historical information



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Geography – Roman Exeter and land uses

Vocabulary	Skills
Fieldwork – a study in the natural environment Human geography - a branch of geography dealing with human activity and how it impacts the Earth Physical geography – a branch of geography that deals with the natural features of the Earth’s surface Observe – watch carefully Measure – finding an amount or size of something Record – keep a written account of something	Collect, analyse, and communicate a range of data gathered through experiences of fieldwork

RE - How do people try to make the world a better place?

Vocabulary	Skills
Guidance - help and advice Tradition - a custom or belief that has existed for a long time Contribution - something done to make a difference Inspirational - something or someone who provides you with inspiration Charity - kindness and understanding towards other people; organisations that raise money to help people in need	Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews, and pupils’ own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.



PE - Cricket

Vocabulary	Skills
Bails – two small pieces that rest on the top of the stumps. Bowling Crease – the line where the bowler delivers the ball from. Batting Crease – the line that the batter stands at waiting for the ball to be delivered. Run Out – a way of getting the batter out when the ball hits the stumps when the batter is out of their crease. Stumps – three sticks at each end of the pitch.	Demonstrates accuracy and confidence in throwing and catching activities.

Music – Glockenspiels

Vocabulary	Skills
Texture – the impression it makes after different elements are combined Timbre - the quality of sound in the voice or instrument Unison – playing or singing together Solo – playing or singing individually Duet – playing or singing by 2 people	Improvise and compose music for a range of purposes Instruments – taiko drums

DT – Savoury dishes

Vocabulary	Skills
Design – to plan or make a detailed plan of something Evaluate - consider something to make a judgement about it Savoury - food that has a salty or spicy flavour Seasoning - salt, pepper or other spices added to food to improve its flavour Hygiene - keeping yourself or surroundings clean	Follow a recipe Prepare food hygienically



RSHE (Relationships Sex and Health Education), 1 Decision and No Outsiders

This half term the children will be using Hazard Watch and Julian is a Mermaid from our No Outsiders scheme.

Home Learning

We would like the children to focus on reading and maths as part of their home learning this year. They should be reading as often as possible, but at least 3 times a week. This should be independent, shared with an adult or being read to by an adult. Usually, they will be reading their Accelerated Reader book, which they can then quiz on in school, but it may also be reading magazines, comics, instructions, or online items.

In maths the children will be expected to complete the online learning set by their teacher. For this half term this will be continuing with TTRockstars, which the children have been using in class and they should be completing by the end of year 4. Some children will begin to use Mathletics if they have completed TTRockstars. They should spend 20-30 minutes on this each week, but if tables are not known up to 12, then children will need to be spending longer to ensure this is secure before moving into year 5.

If you are having problems with any online learning, including access, please contact your child's teacher.