



Year 4 Curriculum Summer Term 1 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">• Using simple organisational devices.• Extending the range of sentences with more than one clause by using a wider range of conjunctions.• Using fronted adverbials.• Speak audibly and fluently with an increasing command of Standard English.	<ul style="list-style-type: none">• Compare numbers with the same number of decimal places up to 2 decimal places.• Round decimals with 1 decimal place to the nearest whole number.• Solve simple measure and money problems involving fractions and decimals to 2 decimal places.• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

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

How to Train your Dragon - Cressida Cowell (class read)

Habitats:

Unusual Adaptations To Habitats

Dolphins In The River Mersey

The Brilliant Deep: Rebuilding The World's Coral Reefs by Kate Messner

Poetry (Vol 1):

If by Rudyard Kipling

Mr Mistoffelees by TS Elliot

Chocolate Cake by Michael Rosen

Summer Term 1 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.

Science – Living Things and their Habitats

Vocabulary	Skills
Vertebrates – a creature which has a spine Invertebrates – a creature that does not have a spine Herbivores – an animal that only eats plants Carnivores – an animal that only eats meat Habitat – the area a living thing lives and survives in Amphibians - an animal that can live on land and water Fish – a creature that lives in water and has a tail and fins Mammals – animal such as humans, dogs, lions and whales	Identifying differences, patterns, similarities or changes related to simple scientific ideas and processes. Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.



Reptiles – a group of cold-blooded animals which have skins covered with small hard plates called scales and lay eggs
Environment – the circumstances around them that influence their life

Art – Painting – Clarice Cliff

Vocabulary	Skills
<p>Still life - A specific type of visual artwork representing one or more inanimate object</p> <p>Composition - The overall placement and organization of elements in a work of art, as well as the interrelationships between individual elements</p> <p>Background - The part of the picture plane that seems to be farthest from the viewer.</p> <p>Foreground - part of a two-dimensional artwork that appears to be nearer the viewer or in the “front” of the image.</p> <p>middle ground - Area of a two-dimensional work of art between the foreground (closest to the front) and background (furthest receded).</p>	<p>Use sketchbooks to record observations and use them to review and revisit</p> <p>Paint pictures, including still life, using acrylics and watercolours.</p> <p>Learn about a great painter</p>

Computing – We are Musicians

Vocabulary	Skills
<p>Software - Software is created using a programming language and is the non-physical part of a computer.</p> <p>Sample – taking a piece of music and adding it into a different song.</p> <p>Digital – Digital music is recording or converting music on a computer.</p> <p>Audio – reproducing sound.</p> <p>Copyright – illegal to reproduce without permission</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including analysing, evaluating and presenting data and information</p>



PE - Athletics

Vocabulary	Skills
<p>Long Jump – an event in which competitors jump as far as possible along the ground in one leap</p> <p>Marathon – a long-distance running race of 26 miles and 385 yards</p> <p>Record – the best performance in a sporting event that has been officially measured and noted.</p> <p>Relay - race between teams of runners in which each team member in turn covers part of the total distance.</p> <p>Hurdles – upright frames, normally placed in a series, that athletes jump over</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p>

French - Ça pousse (growing things)

Vocabulary	Skills
<p>Tu aimes ...? Do you like ...?</p> <p>J'aime ... I like ...</p> <p>Je n'aime pas ... I don't like ...</p> <p>beaucoup a lot</p> <p>Je voudrais ... I would like ...</p> <p>s'il vous plaît please (formal or plural)</p> <p>Vous désirez? What would you like? (formal or plural)</p> <p>Voilà. There you are.</p> <p>Merci. Thank you.</p> <p>Au revoir. Goodbye.</p> <p>Dans mon panier in my basket</p> <p>il y a there is/there are</p>	<p>Broaden their vocabulary and develop the ability to understand new words</p>



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

This half term the children will be using 'Dogs Don't Do Ballet' from our No Outsiders scheme to learn about equality.

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. Some children will also use Mathletics. They should spend 20-30 minutes on this each week.

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