



CURRICULUM OVERVIEW SPRING 2024 FOR YEAR 4

**Research Question: Why is the River Stour so important?**

Can you describe key aspects of rivers and the water cycle?

Who was John Constable and what is he famous for?

**Concepts:** Identity, power, change, care, conflict, fairness.

ENGLISH

Writing:

Our class reading book for this term will be Kensuke's Kingdom by Michael Morpurgo. In literacy this term we will be working on writing an explanation text (inspired by our science topic), writing a diary entry (of our time at Flatford) and writing an informal letter (based on Kensuke's Kingdom).

**Children will:**

- Use causal connectives to develop their explanations.
- Use fronted adverbials to suggest how when or where an event took place.
- Identify what is a main clause, subordinate clause and write sentences using a range of subordinate and coordinating conjunctions.
- Use their, there and they're correctly in their writing.
- Plan our writing by discussing and recording ideas
- Express thoughts and feelings of a character using the first person perspective.
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- Explore the purpose of metaphors and similes.
- Continue to practise weekly spellings linked to the year 3 & 4 spelling list.

Spelling: We will be focussing on the statutory year 3/4 spelling list and the spelling rules/ patterns connected with these spellings.

Reading: We will use Kensuke's Kingdom to support comprehension skills. The children will also practice specific reading skills on a rotation 3-4 x a week using a range of shorter fiction and nonfiction texts/ extracts linked with Kensuke's Kingdom. We will be focussing on:

- Vocabulary choices and word meanings from the context of the text

	<ul style="list-style-type: none"> <li>- Inference</li> <li>- Retrieval and explanation</li> <li>- Sequencing</li> <li>- Summarising</li> <li>- Prediction</li> </ul>
MATHEMATICS	<p>Children will continue to practise their times tables daily in preparation for their times tables multiplication check in June. There is an expectation that all children will work on TTRS at home to improve their times table fluency.</p> <p>The White Rose maths units we will be covering this term are:</p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Multiply and divide a 2 and 3-digit number by a 1-digit number using a formal written method.</li> <li>• Recognise and identify factor pairs.</li> <li>• Divide 2 digit by 1 digit numbers.</li> <li>• Area - Compare and classify geometric shapes including quadrilaterals and triangles based on their properties.</li> <li>• Fractions (including decimals)</li> <li>• Count up and down in hundredths</li> <li>• Solve problems to calculate quantities and fractions to divide quantities</li> <li>• Recognise and write decimal equivalents</li> <li>• Add and subtract fractions with the same denominator</li> <li>• Round decimals with 1 decimal place to the nearest whole number.</li> </ul>
RELIGIOUS EDUCATION (RE)	<p><b>Religion/Worldview: Hindu/Christianity How do/have religious groups contribute to society and culture?</b></p> <p>Describe the difference between the terms 'religion and 'belief when exploring religions, beliefs and worldviews  Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews  Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs</p>
SCIENCE	<p><b>Living things and their habitats</b></p> <p><b>Children will:</b></p>

	Learn about the use of classification keys to help group, identify and name a variety of living things. Learn about the 7 characteristics of a living thing (MRS NERG/MRS GREN). Sort living things in a number of ways and make a dichotomous classification key to identify local invertebrates. Make observational drawings and a large-scale group drawing of an insect.
COMPUTING	<b>Children will:</b> <ul style="list-style-type: none"> <li>• Collect, analyse, evaluate and present data and information</li> <li>• Continue to work and use technology safely and responsibly</li> </ul> Children will also consolidate their year 3 computing programming knowledge by using beebots and programming commands to guide their beebots to the desired destination.
GEOGRAPHY	<b>Rivers – Why is the River Stour so important?</b>  <b>Children will:</b> Learn all about the river Stour - the formation and key features of a river and how the river cuts through landscapes (change). Follow its journey to the sea and discover the role of the water cycle. Children will learn uses of rivers.  Linked to rivers and waterways, our Flatford trip will also focus on this (River Stour).
ART/DESIGN + TECHNOLOGY	During our trip to Flatford, we will research the life and works of John Constable. <b>Children will:</b> <ul style="list-style-type: none"> <li>• Use sketch books to record their observations and use them to review and revisit ideas</li> <li>• Use a variety of mediums such as charcoal, chalk and pastels.</li> <li>• Sketch a variety of animals linked to our science topic, Living Things and their environment.</li> <li>• Create perspective sketches within a landscape artwork.</li> </ul>
PSHE / HRSE	<ul style="list-style-type: none"> <li>• Recognise how to keep safe in terms of in the home and using technology.</li> <li>• E.g. staying safe when using medicines and following the guidance from your GP and a responsible adult.</li> <li>• Using the Internet safely and the dangers of uploading photographs as well as disclosing personal details to strangers.</li> </ul> <b>In HRSE Children will:</b> <ul style="list-style-type: none"> <li>• Identify male and female body parts using the correct vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>• Know some of the changes which happen to the body during puberty</li> </ul>
PHYSICAL EDUCATION (PE)	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Play squash competitively and apply basic principles suitable for attacking and defending</li> <li>• Dance/Step.</li> </ul> <p>Children will conclude their Squash sessions with a trip to the Garrison Squash Courts.</p> <ul style="list-style-type: none"> <li>• Learn striking and fielding skills.</li> </ul>
FRENCH	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Speak in sentences about their free time activities.</li> </ul>
MUSIC	<p><b>Children will use Charanga to:</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the history of music.</li> <li>• Sing, play and perform with accuracy and expression.</li> <li>• Learn to appreciate music from well-known historical musicians.</li> </ul>
<p><b>Flatford overnight trip</b> – A chance for our learning to be brought to life, as well as for pupils to develop and practise many new skills independently.</p>	