



# ST JOHN'S HIGHBURY VALE CURRICULUM LETTER YEAR 4

## SUMMER 1 TERM

<p><b>Mathematics</b></p> <p>Children will learn:</p> <p><u>The Number System: decimal fractions</u> Recognise and write decimal equivalents of any number of tenths or hundredths. Compare numbers with the same number of decimal places up to two decimal places. Partitioning two decimal place numbers into 1s, 0.1s and 0.01s then comparing them. Recognise and write decimal equivalents to 1/4, 1/2, 3/4.</p> <p><u>Calculating, Patterns &amp; Algebra + and –</u> Addition and subtraction with measures. Solve simple measure problems involving fractions and decimals to two decimal places. Use word problems and the contexts of measuring length, mass and capacity to solve problems. Solve addition and subtraction two-step problems in context</p> <p><u>Calculating, Patterns &amp; Algebra: X and ÷</u> Multiplication and division. Recall and use multiplication and division facts for multiplication tables up to 12 X 12. Use derived facts to divide mentally. Find the effect of dividing a one-/two- digit number by 10 &amp; 100, identifying the value of digits in answer as ones, tenths &amp; hundredths. Solve problems, including missing number problems. Use recall of multiplication and division facts and place value to multiply larger numbers mentally. Multiply two digit and three-digit numbers by a one digit number using formal written layout (short multiplication). Divide mentally (progressing to formal written method)</p> <p><b>Some helpful websites:</b> All aspects of maths: <a href="#">Prodigy</a>; <a href="#">BBC Bitesize Maths</a> <a href="#">Maths Frame</a> For parents: <a href="#">Maths At Home</a> <a href="#">The School Run</a> Multiplication tables: <a href="#">Top Marks or hit the button</a> Problem solving &amp; Reasoning: <a href="#">NRICH</a> Games: <a href="#">Cool Maths Games</a> <a href="#">Maths Playground</a></p>	<p><b>Reading</b></p> <p><u>Focus:</u> Children will explore a longer, character driven fictional narrative novel called 'Journey to the River Sea'.</p> <p><u>Reading Comprehension:</u></p> <ul style="list-style-type: none"> <li>•listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•identifying themes and conventions in a wide range of books</li> <li>•discussing words and phrases that capture the reader's interest and imagination</li> <li>•recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>•understand what they read, in books they can read independently, by: checking that the text makes sense to them</li> <li>• discussing their understanding and explaining the meaning of words in context</li> <li>•asking questions to improve their understanding of a text</li> <li>•drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p><u>Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>•develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>•using the present perfect form of verbs in contrast to the past tense</li> <li>•choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> </ul> <p><b>SMSC Links: sense of enjoyment and fascination in learning about themselves, others, and the world around them.</b> Reading: Children will look at a variety of different texts that are fiction and non-fiction this term. Children to continue daily reading and writing a comment in their reading records</p>	<p><b>Writing:</b></p> <p><u>Focus:</u> Children will explore a longer, character driven fictional narrative novel called 'Journey to the River Sea'</p> <ul style="list-style-type: none"> <li>•plan their writing by:</li> <li>•discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>•discussing and recording ideas</li> <li>•draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> </ul> <p>Fiction: text-based letters Fiction: narrative Fiction: text based writing in role</p> <p><b>Some helpful websites:</b> <a href="#">Every School</a> <a href="#">BBC Bitesize</a> <a href="#">Super Sentence Stacking</a> <a href="#">Pobble365</a> <a href="#">Spelling Frame</a> <a href="#">Sir Linkalot</a> <a href="#">Oxford Owl</a></p>	<p><b>Science:</b></p> <p>The children will be learning about Living things and their habitats.</p> <p>Children will learn:</p> <p><u>Core Knowledge:</u></p> <ul style="list-style-type: none"> <li>•Group living things in a variety of ways</li> <li>•Use classification keys to group living things in their local and wider environment</li> <li>•Environmental changes and the dangers it can sometimes have on living things</li> </ul> <p><u>Enduring Understanding:</u> Classify living things within their habitats Changing in environments can pose dangers for living things</p> <p><u>Working scientifically:</u></p> <ul style="list-style-type: none"> <li>•Explore local environments to identify plants and animals</li> <li>•Classify local living things and their habitats</li> </ul> <p><b>SMSC Links: enjoyment and fascination in learning about themselves, others, and the world around them.</b> <b>Some helpful websites:</b> <a href="#">BBC Bitesize</a> <a href="#">The School Run</a> <a href="#">Crickweb</a> <a href="#">Woodlands</a> <a href="https://www.bbc.co.uk/bitesize/topics/zgffr82">https://www.bbc.co.uk/bitesize/topics/zgffr82</a></p>
<p><b>Religious Education</b></p> <p><u>Hinduism</u></p> <p>We will be examining the following question:</p> <p><i>What does it mean to be a Hindu?</i></p> <p>Areas of thinking we will focus on:</p> <p>To know about the importance of family in Hinduism. To understand how family is important to me and to others with respect for different kinds of families. To be able to talk about Hindu values and how they are the same and different for religious people. To be able to explain the difference between right and wrong and link this with Hindu ideas of right and wrong. To be able to use the correct religious vocabulary to compare the values that Hindus and people of other faiths try to live their life by. To understand how Karma makes Hindus behave. To be able to share what they think Karma is. To understand what Karma means to Hindus. To understand the link between action and possible consequences believed by Hindus. To be able to identify important areas in a Mandir and understand why the Mandir is important to Hindus. To be able to order by order of importance reasons for pilgrimage and explain why Hindus believe pilgrimage to be important. To be able to share a journey that was important to them and why, To be able to share what they think pilgrimage is and means to pilgrims.</p> <p><b>SMSC Links: exploring, improving understanding of, and showing respect for different faiths and cultural diversity.</b></p>	<p><b>French</b></p> <p>Meet the Animals – Recognise and say the names of the animals is Saint Saens Carnival of the Animals.</p> <p>To be able to read the names of some animals and talk about animal habitats.</p> <p>To be able to meet the Animals Phonic Focus – Learning to say the names of the animals.</p> <p><b>SMSC Links: appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</b></p>	<p><b>PSHE</b></p> <p>This term the children will be learning about Relationships.</p> <p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals</p> <p>To be able to recognise how people are feeling when they miss a special person or animal.</p> <p>To be able to give ways that might help manage feelings when missing a special person or animal.</p> <p><b>SMSC Links: understanding of the consequences of their behaviour and actions.</b> <b>Useful website</b> <a href="https://www.bbc.co.uk/bitesize/subjects/zatnvcw">https://www.bbc.co.uk/bitesize/subjects/zatnvcw</a></p>	<p><b>Geography</b></p> <p>This term topic the geography topic is: 'Breath-taking Brazil'. Children will be learning about ecosystems, and how the Amazon River and rainforest are crucially integral to life on Earth. They will learn about environmental regions, key physical and human characteristics and major cities, understand geographical similarities and differences through the study of human and physical geography of the region of South America.</p> <p>Children will:</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, ocean biomes and vegetation belts.</p> <p><u>Core knowledge:</u></p> <ul style="list-style-type: none"> <li>•revisit what a continent is</li> <li>•identify and name where South America is on a world map</li> <li>•identify and name South American countries and territories – 12 countries and 2 separate territories</li> <li>•identify and explain the different environmental regions in South America</li> <li>•explain the key human and physical characteristics of South America</li> <li>•Identify biomes in Brazil</li> <li>•Understand what a Biome is</li> </ul> <p><u>Enduring understanding:</u></p> <ul style="list-style-type: none"> <li>•the continent of South America has is one of the most bio diverse places in the world</li> </ul> <p><b>SMSC Links: Engagement in and developing an appreciation for artistic opportunities.</b></p>
<p><b>Physical Education</b></p> <p><u>OAA</u> To be able to problem solving through a range of activities.</p> <p><u>Tennis</u> To be able to use Key Skills required for tennis such as racket control and hitting.</p> <p><u>Netball</u> To understand the importance of perseverance when developing key skills and principles.</p> <p><b>SMSC Links: willingness to participate in and respond positively to sporting opportunities.</b></p> <p><b>Some suggested websites to help you keep fit at home:</b> <a href="#">Joe Wicks' Daily PE lesson</a> <a href="#">Cosmic Kids Yoga</a></p>	<p><b>Music</b></p> <p>The children will continue to learn how to play the trumpet in their music sessions.</p> <p>Children will participate and learn about the following topics in singing. Continue to sing a broad range of unison songs with the range of an octave (do-do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <ul style="list-style-type: none"> <li>• Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</li> <li>• Perform a range of songs in school assemblies.</li> </ul> <p><b>SMSC Links: sense of enjoyment and fascination in learning about themselves, others, and the world around them</b></p>	<p><b>Computing</b></p> <p>This term the children will be focusing on the theme: Multiple Sequences Scratch Scene – Dialogue.</p> <p>They will learn to:</p> <ul style="list-style-type: none"> <li>-design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>-use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>-use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> <p>To use my programming skills to predict, run, investigate and modify a parsons problem To plan, make, run and debug a program on Scratch To evaluate and improve my program by adding sound and Stage To decompose and plan a story dialogue between two characters on Scratch To Make/create and discuss ways of improving an algorithm on Scratch</p> <p><b>SMSC Links: use of imagination and creativity in their learning.</b> <b>Useful website</b> <a href="https://www.bbc.co.uk/bitesize/subjects/zvnrq6f">https://www.bbc.co.uk/bitesize/subjects/zvnrq6f</a></p>	<p><b>Art</b></p> <p>Children will learn about great artists in history and compare the similarities and differences making links to their own work. They will focus on the famous British landscape painter William Turner.</p> <p><u>Key learning:</u> Who was William Turner and where was he from? Examining the artwork of William Turner. Finding complimentary colours. Mixing different tones of colour using water colour paints. Using water colour and shapes to show emotions. Observational drawing. Creating their own abstract piece of artwork inspired by William Turner.</p> <p><u>Enduring understanding</u></p> <p>How does he use colour to represent mood? How is tone used? How do the paintings make you feel? What is similar and what is different? Which techniques would he use?</p>