



ST JOHN’S Highbury Vale Curriculum Letter Year 4

SUMMER TERM 1

<div>Mathematics</div> <div><div><div>Number –Multiplication and Division</div><div>Factor pairs Use factor pairs Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Related facts – multiplication and division Informal written methods for multiplication Multiply a 2-digit number by a 1-digit number Multiply a 3-digit number by a 1-digit number Divide a 2-digit number by a 1-digit number (1) Divide a 2-digit number by a 1-digit number (2) Divide a 3-digit number by a 1-digit number Correspondence problems Efficient multiplication</div></div><div><div>Number – Decimals</div><div>Make a whole with tenths Make a whole with hundredth Partition decimals Flexibly partition decimals Compare decimals Order decimals Round to the nearest whole number Halves and quarters as decimals Assessment opportunity</div><div><div>Measurement - Money</div><div>Write money using decimals Convert between pounds and pence Compare amount of money Estimate with money Calculate with money Solve problems with money</div></div></div><div><div>Some helpful websites:</div><div>All aspects of maths: Prodigy: BBC Bitesize Maths Maths Frame For parents: Maths At Home The School Run Multiplication tables: Top Marks or hit the button Problem solving & Reasoning: NRICH Games: Cool Maths Games Maths Playground</div></div></div>		<div>English</div> <div>Focus: Children will explore a longer, character driven fictional narrative novel called ‘Journey to the River Sea’.</div> <div>Reading Comprehension:<ul style="list-style-type: none">listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksidentifying themes and conventions in a wide range of booksdiscussing words and phrases that capture the reader’s interest and imaginationrecognising some different forms of poetry [for example, free verse, narrative poetry]understand what they read, in books they can read independently, by: checking that the text makes sense to themdiscussing their understanding and explaining the meaning of words in contextasking questions to improve their understanding of a textdrawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</div> <div>Vocabulary, grammar and punctuation:<ul style="list-style-type: none">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, althoughusing the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetitionusing conjunctions, adverbs and prepositions to express time and cause</div> <div>SMSC Links: sense of enjoyment and fascination in learning about themselves, others, and the world around them. Reading: Children will look at a variety of different texts that are fiction and nonfiction this term.</div>	<div>Science:</div> <div>The children will be learning about Living things and their habitats.</div> <div><div>Children will learn:</div><div>Core Knowledge:<ul style="list-style-type: none">Group living things in a variety of waysUse classification keys to group living things in their local and wider environment Environmental changes and the dangers it can sometimes have on living things</div><div>Enduring Understanding:<ul style="list-style-type: none">Classify living things within their habitatsChanging in environments can pose dangers for living thingsWorking scientifically:Explore local environments to identify plants and animalsClassify local living things and their habitats</div><div>SMSC Links: enjoyment and fascination in learning about themselves, others, and the world around them.</div><div><div>Some helpful websites: BBC Bitesize The School Run Crickweb Woodlands</div><div>https://www.bbc.co.uk/bitesize/topics/zgffr82</div></div></div>	
<div>Religious Education</div> <div>We will be examining the following questions:</div> <div>What does it mean to live as a Hindu??</div> <div>Ares of thinking we will focus on:<ul style="list-style-type: none">What does it mean for a Hindu to live with a belief in dharma and karma?What does it mean to be born into a Hindu family?What does it mean for a Hindu to live with a belief in ahimsa?What does it mean to have a Hindu wedding?What does it mean to die as a Hindu?<div>SMSC Links: exploring, improving understanding of, and showing respect for different faiths and cultural diversity.</div></div>	<div>Physical Education</div> <div>Physical Education OAA To be able to problem solving through a range of activities. Tennis To be able to use Key Skills required for tennis such as racket control and hitting</div> <div><div>SMSC Links: willingness to participate in and respond positively to sporting opportunities.</div><div>Some suggested websites to help you keep fit at home: Joe Wicks’ Daily PE lesson Cosmic Kids Yoga</div></div>	<div>French</div> <div>Meet the Animals – Recognise and say the names of the animals is Saint Saens Carnival of the Animals. To be able to read the names of some animals and talk about animal habitats. To be able to meet the Animals</div> <div>Phonic Focus – Learning to say the names of the animals. SMSC Links: appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</div>	<div>Music</div> <div>The children will continue to learn how to play the flute in their music sessions. They will also work on learning songs. They will learn the lyrics and try to harmonise as a group</div> <div><div>SMSC Links: sense of enjoyment and fascination in learning about themselves, others, and the world around them</div></div>	<div>Geography</div> <div>This term topic the geography topic is: Breath-taking Brazil’</div> <div>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. Children will: Describe and understand key aspects of: physical geography, including: climate zones, ocean biomes and vegetation belts. Core knowledge: revisit what a continent is identify and name where South America is on a world map Identify and name South American countries and territories – 12 countries and 2 separate territories identify and explain the different environmental regions in South America Explain the key human and physical characteristics of South America Identify biomes in Brazil Understand what a Biome is Enduring understanding: the continent of South America has is one of the most bio diverse places in the world</div> <div>SMSC Links: Engagement in and developing an appreciation for artistic opportunities</div>
<div>Computing</div> <div>This term the children will be focusing on the theme: Multiple Sequences Scratch Scene – Dialogue. They will learn to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems Solve problems by decomposing them into smaller parts -use sequence, selection, and repetition in programs work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 <div>SMSC Links: use of imagination and creativity in their learning.</div><div>Useful website https://www.bbc.co.uk/bitesize/subjects/zvnrq6f</div></div>		<div>PSHE</div> <div><ul style="list-style-type: none">This term the children will be learning about Relationships.Jealousy Love and loss Memories of loved onesGetting on and Falling Out Girlfriends and boyfriendsShowing appreciation to people and Animals To be able to recognise how people are feeling when they miss a special person or animal.To be able to give ways that might help manage feelings when missing a special person or animal.<div>SMSC Links: understanding of the consequences of their behaviour and actions. Useful website https://www.bbc.co.uk/bitesize/subjects/zqtnvcw</div><ul style="list-style-type: none">Peer pressureCelebrating inner strength<div>SMSC Links: understanding of the consequences of their behaviour and actions.</div><div>Useful website https://www.bbc.co.uk/bitesize/subjects/zqtnvcw</div></div>		