

# Year 4 Curriculum

Spring 2



## **Year 4 Spring 1 Curriculum**

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## **St Joseph's Wider Curriculum**

For the wider curriculum focus this term, we will continue focusing on 'Enterprise'. However, this time we will be coming at it from a different approach.

Following our trip to the Bank of England, this term we will be looking at:

- How to manage money;
- Becoming a critical consumer;
- Managing risks and emotions associated with money;
- Understanding the important role money plays in our lives;

PSHE objectives will also be taught throughout this term. This unit of work will include:

- To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.
- To understand what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- To consider why some jobs are paid more than others and money is one factor which may influence a person's job or career choice: that people may choose to do voluntary work which is unpaid.

There will be many opportunities throughout the term for the school and the wider community to come together to celebrate 'Enterprise'.

## Reading including phonics

### **Expectations for Spring 2**

Reading continues to be crucial for your child's academic development. Each week your child is expected to read 30 minutes every day at home. We ask you to ensure your child brings a book to school every morning as there will be time in the day allocated to independent reading. It is important that children are reading a variety of different types of high quality texts that are based across the whole curriculum. We encourage you to sit with your child and ask them questions so they can respond to the text in a thoughtful manner.

In class we will be reading "The Miraculous Journey of Edward Tulane" by Kate DiCamillo and illustrated by Bagram Ibatoulline. We will be sending a new reading list at the beginning of Spring 2. We strongly encourage pupils to read off this list so that they begin to imitate the language, vocabulary and style in their writing. A copy of the reading list will be available on google classroom.

We will be teaching reading comprehension through VIPERS. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. VIPERS stands for Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequence or Summarise.

### **Objectives for Spring 2**

- I can read and understand stories
- I know the difference between fact and opinion
- I understand how paragraphs or chapters are used to collect, order and build up ideas
- I can identify effective language to describe a setting
- I can identify ways in which authors use similes and create imagery
- I can predict what will happen next
- I understand how information can be organised effectively, scan texts (in print or on screen) to locate information needed and prepare for factual research
- I can locate and sequence words in alphabetical order (dictionary & thesaurus work)

- I can identify the features of an explanation
- Revisit skills previously taught
- I can tell the difference between types of non-fiction texts

### **Key vocabulary**

**Retrieval** - Confidently skim and scan, and also use the skill of reading before and after to retrieve information.

**Vocabulary** - Explore the meaning of words in context, confidently using a dictionary.

**Prediction** - Predicting what might happen from details stated and implied support predictions with relevant evidence from the text.

**Inference** - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

**Summarise** - Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.

**Explaining** - Provide increasingly reasoned justification for my views to recommend books for peers in detail.

### **Ways to help your child and useful resources**

#### **Read with your child every night!**

Shared reading

Visits to the library

Listening to audiobooks

Discussing books and other non-fiction texts

Watching Newsround

## Writing

### **Expectations for Spring 2**

Within Writing, we will learn the skills to write a narrative based on fiction. We will use expanded noun phrases to describe the sights, sounds, movements and add detail by using adverbials of manner and place. This will include weekly creative writing, grammar, punctuation and spelling exercises.

During Spring II, we will be writing a story while reading 'Float' by Daniel Miyares (fiction) and poem while reading 'The River' by Vallery Bloom. Pupils will be learning the skills to write their own version of each type of writing.

There may be occasional homework on this. There will be a weekly spelling test every Friday. Each week's spellings will focus on a different spelling pattern.

### **Objectives for Spring 2**

#### Sentence Structure

Ask rhetorical questions to heighten reader engagement e.g. Can we honestly believe...?

Use more complicated noun phrases (expanded by modifying adjectives, nouns and preposition phrases) e.g. The strict geography teacher with slick, black hair.

#### Tense

Use standard English verb inflections e.g. 'we were...' , 'I did...' (instead of local spoken forms such as 'we was...' , 'I done...' ).

#### Conjunctions/Complex Sentences

Use a widening range of conjunctions e.g. while, so, although.

Use more complicated conjunctions that set up contrast or relationships e.g. despite, nevertheless, consequently.

#### Writerly Techniques

Deploy poetic style to engage the reader.

Use the word 'as' to build a simile e.g. the train was as slow as a hearse.

Use metaphor to create vivid images in the reader's mind.

#### Vocabulary

Select appropriate and effective vocabulary.

Make language choices that are interesting and varied.

### Adverbs/adverbial phrases

Use 'where' adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls.

Use 'how' 'ly' adverbs and '\_\_\_ing' adverbial phrases in fronted position in sentences e.g. Rushing against the clock, Jack knew it would be difficult.

### Punctuation

Write with technical accuracy of punctuation.

Correct use of inverted commas and other punctuation to indicate direct speech (comma after reporting clause; end punctuation within commas.) e.g. The teacher screamed, "Be quiet!"

Use apostrophes to mark plural possession e.g. The boy's name, the boys' names.

Use comma after fronted adverbial.

### Spelling and Word Structure

Apply spelling rules into writing.

Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words.

Distinguish between the spelling of common homophones.

Show through ' -s' and punctuation the grammatical difference between plural and possessive.

### Handwriting and presentation

Show consistency in style ensuring that the downstrokes of letters are parallel and equidistant.

Avoid ascenders and descenders touching each other from one line to the next.

## **Key vocabulary**

Alliteration  
Alliterative Verse  
Rhyme  
Free Verse  
Haiku  
Half Rhyme  
Homophone  
List  
Metaphor  
Onomatopoeia  
Pace  
Palindrome  
Personification  
Sonnet  
Pitch  
Rap  
Repetition  
Riddle  
Shape (pattern)  
Simile  
Slant Rhyme  
Stanza  
Syllable

## **Ways to help your child and useful resources**

**Read Up. 'Regular reading is a stepping stone to better writing and helps kids'**

To strengthen their writing skills:

- Incentivize free writing at home
- Make it fun!
- Write stories
- Encourage poetry writing
- Create a writing space



# **Maths**

## **Expectations for Spring 2**

We use Maths - No Problem! (Singapore Maths) programme to support and deepen their understanding of Maths. This will be embedded by using concrete, pictorial and finally abstract strategies. The practical use of the resources enhances the children's learning. This term we will begin focussing on multiplication and division. Once a week the children will be taught arithmetic skills alongside an arithmetic test to improve mental calculation strategies.

As we come closer to the National Multiplication Test in Summer 1, it is vital that the children are practicing their times tables weekly and continue to revise them to build upon their skills.

## **Objectives for Spring 2**

- I can count in hundredths.
- I can write mixed fractions and show them on a number line.
- I can find equivalent fractions.
- I can simplify mixed numbers and improper fractions.
- I can add and subtract fractions.
- I can tell time on a 24-hour clock.
- I can change time from minutes to seconds and hours to minutes.
- I can change years to months and weeks to days.
- I can write tenths, hundredths and decimals.
- I can solve word problems.

## **Key vocabulary**

Hundredths

Fraction

Mixed fractions

Equivalent fractions

Improper fractions

Mixed numbers

12-hour clock

24-hour clock  
Time  
Tenths  
Decimals  
Word problems  
Digit  
Multiples

**Ways to help your child and useful resources**

<https://www.bbc.co.uk/bitesize>

<https://login.mathletics.com/>

<https://www.purplemash.com/login/>

<https://app.atomlearning.co.uk/>

<https://trockstars.com/>

<https://www.timestables.co.uk/>

## **Expectations for Spring 2**

In RE, we are learning about Jesus, the Saviour. In RE we use The Way, The Truth and The Life (WTL) programme as the main resource to support the teaching of Religious Education.

We follow the guidelines set by the Diocese of Southwark, which includes 10% of the timetable each week devoted to the Religious Education curriculum. Our aim is to foster caring and understanding in our pupils.

## **Objectives for Spring 2**

### **4-Jesus, the Saviour**

- Jesus was truly human
- Jesus is truly God
- Sharing in the life of Jesus
- Jesus dies to take away our sins
- Palm Sunday
- Holy Thursday
- Gethsemane
- The events of Holy Thursday
- Good Friday
- Easter Sunday
- 

## **Key vocabulary**

Martha  
Mary  
Lazarus  
Son  
God  
Jesus  
Sins  
Selfish  
Joy

Jerusalem  
Last supper  
Death  
Easter

**Ways to help your child and useful resources**

[https://uk-en.superbook.cbn.com/sb\\_bible](https://uk-en.superbook.cbn.com/sb_bible)

[The Children's Bible \(biblehub.com\)](http://biblehub.com)

# Science

## **Expectations for Spring 2**

Our science topic this term is 'Sound'. We aim to make science as practical as possible, linking it to real-life contexts and giving meaning to our learning. We want our pupils to be hands-on, passionate scientists who make predictions, test their theories and evaluate their findings.

## **Objectives for Spring 2**

- To observe and name a variety of sources of sound.
- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

## **Key vocabulary**

Sound  
Vibration  
Pitch  
Volume  
Distance  
Patterns

## **Ways to help your child and useful resources**

<https://www.natgeokids.com/uk/>

<https://www.nasa.gov/>

## **Computing**

### **Expectations for Spring 2**

Computing is important for the children to learn, as it develops problem solving skills, and it opens their eyes to the digital world. In class, the children will follow the scheme Purple Mash. We will be looking at Making music. These lessons use 2Sequence and Busy Beats, both found within the Tools area of Purple Mash. A 2Sequence User Guide and Busy Beats User Guide can be found in the Guides and Resources area of Purple Mash. The lessons encourage children to discuss and experiment with the main elements of a piece of music and allows them to compose themselves. It is important to be familiar with Busy Beats before these lessons. Watching the introduction videos and on the programme and reading the User Guide will help the children with this.

### **Objectives for Spring 2**

#### Making music

- To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture;
- To understand and experiment with rhythm and tempo.
- To create a melodic phrase.
- To compose a piece of electronic music.

### **Key vocabulary**

- sound effects
- digitally creating music

- sounds
- animation creation
- background music
- functionality

### **Ways to help your child and useful resources**

[www.bbcbitessize.co.uk](http://www.bbcbitessize.co.uk)

[www.hrp.org.uk](http://www.hrp.org.uk)

purple mash

## **Geography**

### **Expectations for Spring 2**

For Geography, we will be looking at the Thames. Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

### **Objectives for Spring 2**

- To name and locate the main rivers and seas of the UK.
- To label and identify each of the parts of the river system.
- To explain the key aspects of the water cycle
- To understand the importance of the River Thames.
- Thames Assessment quiz

### **Key vocabulary**

Water cycle

Rivers

Streams

Sea/ocean

Meander

Lake

Bank  
Mouth  
Current  
Erosion

### **Ways to help your child and useful resources**

[www.bbcbitessize.co.uk](http://www.bbcbitessize.co.uk)

[www.hrp.org.uk](http://www.hrp.org.uk)

## **Enterprise**

### **Expectations for Spring 2**

Last term, the children worked in groups to come up with a product they want to sell. After going to the Bank of England, the children have a better idea of what money is. This term, we will now focus on differing attitudes towards saving and spending money, which includes how to manage money and how to become a critical consumer.

### **Objectives for Spring 2**

- How to manage money
- Becoming a critical consumer
- Managing risks and emotions associated with money
- Understanding the important role money plays in our lives

### **Key vocabulary**

Enterprise  
Saving  
Spending  
Decision-making



## **Ways to help your child and useful resources**

[www.bbcbitessize.co.uk](http://www.bbcbitessize.co.uk)

Prince's Trust – [www.princes-trust.org.uk](http://www.princes-trust.org.uk)

Watching Newsround