

# Year 4 Curriculum

Spring 1



## **Year 4 Spring 1 Curriculum**

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

The wider curriculum focus this term is 'Enterprise'.

During this term, we will be looking at how to come up with a good enterprising idea that is viable and cost effective. We will also be looking at how to use SMART objectives to ensure our entrepreneurial idea is a success.

PSHE objectives will also be taught throughout the unit of work. These include:

- To value the different contributions that people and groups make to the community.
- Diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.
- Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- Prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.

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 1

Reading is 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 Wild Robot" by Peter Brown. We will be sending a new reading list at the beginning of Spring 1. 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 1

- 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 the features of a newspaper report
- I can identify ways in which authors use similes and create imagery in a poem
- 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 features of myths and I can draw inferences

- I can identify the features of an explanation
- I can recognise and evaluate simple forms of poetry including free verse
- I can find features of a story that raise an issue or dilemma and I can identify features authors use in fantasy and science fiction stories
- I can identify the features of persuasive texts
- Revisit skills previously taught
- I can identify the differences between narrative and play scripts
- 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 1**

Our English curriculum this term will include weekly creative writing, grammar, punctuation and spelling exercises.

This term we will be writing a narrative, The Iron Man by Ted Hughe's and a newspaper report inspired by 'Whale killed by loathsome litter ball.'.Pupils will be learning the skills to write their own version of a newspaper report.

In class we will be reviewing and consolidating grammar from last term and then moving towards the year 4 curriculum. This term we are focussing on powerful sentences, accurate use features of a newspaper report, rhetorical questions, negative adjectives, direct speech formal and informal, relative clauses, adverbials, use of colon. 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 ( words with prefix inter- , words with -ay sound spelt eigh, ei, ey, words with the -s sound spelt sc, words ending in zhun spelt -sion, adding -il and revising un-, in-, mis-, dis-.

### **Objectives for Spring 1**

- I can write a narrative using paragraphs
- I can write a report
- I can make effective short notes, edit down and re-word a sentence or paragraph
- I can write an explanation text
- I can write a short story that raises an issue or dilemma
- Develop their understanding of the concepts set out in English by: using fronted adverbials
- Develop their understanding of the concepts set out in English by: learning the grammar for years 3 and 4 in English
- Indicate grammatical and other features by: using commas after fronted adverbials
- Indicate grammatical and other features by: indicating possession by using the possessive apostrophe with plural nouns
- Indicate grammatical and other features by: using and punctuating direct speech

- Use and understand the grammatical terminology in English accurately and appropriately when discussing their writing and reading
- Make sure the downstrokes of letters are parallel
- Space all the lines of writing so that the ascenders and descenders do not touch

### **Key vocabulary**

infectious,  
commitment  
rippled through us all,  
heartening  
soothing  
insufficient,  
futile,  
in vain hopeless,  
unsuccessful,  
luminous,  
pearlescent,  
flashing,  
glimmering

### **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 letters
- Encourage journaling and diary writing
- Create a writing space

# Maths

## **Expectations for Spring 1**

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. The children should practice their times tables weekly and continue to revise them to build their skills.

## **Objectives for Spring 1**

- I can divide numbers up to 4 digits by a 1-digit number using a written method and interpret remainders.
- I can multiply numbers up to 4 digits by a 1 digit number using a written method.
- I can recall  $\times$  and  $\div$  facts for multiplication tables up to  $12 \times 12$ .
- I can use place value, known and derived facts to divide and multiply mentally.
- I can draw and read picture graphs, bar graphs and line graphs.

## **Key vocabulary**

Multiplying  
Dividing  
Word problems  
Digit  
Multiples  
Picture graphs  
Bar Graphs  
Line Graphs

## **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/>

## **RE**

### **Expectations for Spring 1**

In RE, we are learning about The Trust of God. 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 1**

#### **3-Jesus the teacher**

- Jesus born a Jew
- The presentation of Jesus in the Temple
- Jesus, traveling and teaching
- Jesus teaching
- Jesus came to show us the way to live
- Jesus used parables to teach people.
- Parable that Jesus told

### **Key vocabulary**

Jew

Faithful

Synagogue

Hymns

Parable

Torah

Parable of the Sower

servants

Martha

Mary

Lazarus

Reconciliation

### **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 1**

Our science topic this term is 'States of Matter'. 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 1**

- To compare and group materials together, according to whether they are solids, liquids or gasses.
- To observe that some materials change state when they are heated or cooled.
- To research the temperature at which materials change state when heated or cooled in degrees Celsius (°C).
- To plan a fair test to find out about the effect of changing bubble mixtures.
- To understand the part played by evaporation and condensation in the water cycle.
- To associate the rate of evaporation with temperature.

### **Key vocabulary**

Gas

Liquid

Solid

Estimate

Carbon dioxide  
Diluted  
Concentrated  
Concentration  
Sphere  
Melt

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

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

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

## Computing

### **Expectations for Spring 1**

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 Coding. Lessons will start by looking at existing code, asking the children to 'read' it and make Predictions to what they think will happen when the code is run. You'll then Run the code and give them time to discuss what happens with them and relate it back to their predictions. You'll spend time with them Investigating the code, looking at how different parts work and helping them to understand how. Once children understand how the code works, they will be encouraged to Modify it - changing and adding code and re-running the program to view the impact of their changes. And once confident with this, they are encouraged to try and make their own program from scratch.

### **Objectives for Spring 1**

Introduction to Coding

To understand how children can protect themselves from online identity theft.

To understand how children can protect themselves from online identity theft.

To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.

To identify the risks and benefits of installing software including apps.

To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.

To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.

To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives.

Assessment

### **Key vocabulary**

understand code

variables

cine  
algorithm  
flowchart  
depicts  
program  
statement  
properties  
ordinates

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

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

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

## **History**

### **Expectations for Spring 1**

Children should have a knowledge and understanding of the important events that took part in Settlements and make connections with how it has formed the present. History as well as Geography will be used to enrich the pupil's understanding of where they have come from within the wider global community.

### **Objectives for Spring 1**

To understand how groups of Anglo-Saxons decided where to start settlements in Britain by considering both the local environment and the wider environment.

To describe the materials and construction of Anglo-Saxon buildings.

To understand why many Anglo-Saxon settlers came to Britain and to describe their farming methods.

To understand that Anglo-Saxons made their own clothes from wool & plant materials, including the use of natural dyes.

To appreciate the different jobs and leisure activities of the Anglo-Saxons.

To find evidence in their locality about the Anglo-Saxons

### **Key vocabulary**

Anglo-Saxons

Settlements

Local environment

Farming

Natural dyes

### **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 1**

Children will be using this topic to learn about the different ways to pay for things and the choices people have about this. By the end of the half term, the children should be able to recognise that people have different attitudes towards saving and spending money, including what influences people's decisions and what makes something 'good value for money'. We will also focus on how people's spending decisions can affect others and the environment (e.g. fairtrade, buying single-use plastics, giving to charity, etc).

## **Objectives for Spring 1**

- To learn about the different ways to pay for things.
- To learn about the choices people have about the different ways to pay for things.
- To recognise that people have different attitudes towards saving.
- To recognise that people have different attitudes towards spending money.
- What influences people's decisions?

## **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