

Year 4 Curriculum Information Summer 1 2025

English

Fiction:

- To be able to write a narrative using correctly punctuated dialogue
- **To have planned: *A Quest Story***
- To write a narrative that includes, character/setting/ descriptions and dialogue

Non-Fiction:

- Report text – information text - Topic linked
- To know what a good information text sounds and looks like
- To write an information text about Earthquakes (Topic linked)

Punctuation and Grammar

- Use inverted commas and other punctuation to indicate direct speech, for example; a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, “Sit down!”
- Use apostrophes to mark plural possession, for example; the girl’s name, the girls’ names
- Use commas after fronted adverbials
- Use bullet points for list when ordering key information

Spelling

- Words that are homophones
- Words spelled with ‘c’ before ‘i’ and ‘e’
- Words containing ‘sol’ and ‘real’
- Words containing ‘phon’ and ‘sign’
- Words with the prefixes ‘super-’, ‘anti-’ and ‘auto’
- Words with the prefix ‘bi-’ meaning ‘two’

Maths

Decimals A

- Tenths as fractions and decimals
- Divide a 1-digit and 2-digit number by 10
- Hundredths as a fractions and decimals and on a place value chart
- Divide a 1-digit and 2-digit number by 100

Decimals B

- Tenths and hundredths as decimals
- Divide a 1 and 2 digit number by 10 and 100
- Order and compare decimals
- Rounding to the nearest whole number
- Halves and quarters as decimals

Money

- Convert between pounds and pence
- Compare, estimate and calculate with money
- Solve problems with money

Time

- Years, months, weeks and days
- Hours, minutes and seconds
- Convert between analogue and digital times

Science - Electricity

Children revisit some uses of electricity and the importance of safety before constructing simple circuits. Understanding how to change a circuit by changing its components makes up the third part of this topic, leading to a final application of knowledge and skills when the children design and make an alarm using their knowledge of circuits.

Geography - Topic: How does the Earth Shake, Rattle and Roll?

In this unit the children will:

- describe and understand the key aspects of volcanoes and earthquakes
- understand that the distribution of earthquakes and volcanoes follows a pattern
- be introduced to plate tectonics.
- learn about the 'Pacific Ring of Fire'

PSHE – Relationships

- Know how to make friends
- Try to solve friendship problems when they occur
- Help others to feel part of a group
- Show respect in how they treat others
- Know how to help themselves and others when they feel upset or hurt
- Know and show what makes a good relationship

Computing – iEmail

This unit introduces children to designing and creating computer animations.

The children will

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

- **KS1:** Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- **KS1:** Use technology purposefully to create, organise, store, manipulate and retrieve digital content

R.E - Enquiry question: What can we learn from religions about deciding what is right or wrong?

This investigation enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule (treat others as you would wish to be treated) and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews. This links really well with the theme of mutual respect. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation. Finally, pupils investigate the life of a religious figure, looking at how teachings from religion may affect the actions of a believer.

Art – Media - Jewellery Designers

- To explore the history of jewellery
- To investigate gemstones used in jewellery
- To explore Tiffany & co jewellery

- To explore Bulgari jewellery designs
- To explore Van Cleef & Arpels' jewellery
- To design and create our own piece of jewellery

PE

Swimming

- To be able to swim confidently over a distance of 25 metres
- To be able to swim a range of different swimming strokes
- To learn how to be safe in the water

Target, Control, Combine

- To be able to show control when catching or receiving objects
- To be able to send an object accurately at a target
- To learn how to adapt power when sending objects to different targets
- To move into an effective space to catch an object
- To be able to show determination to try even if I fail
- To be able to compete fairly against my peers

Music - "Samba"

This term, **Year 4** are studying Samba and the music of South America with a visiting expert tutor from Trafford Music Service. They will learn about the common instruments used in Samba, together with the rhythms used to create the polyrhythmic texture of a Samba Band. They will also learn to sing a number of songs connected to Samba music, including African songs, and through those learn about the origins of Latin American music and Samba in particular.

Spanish

Language:

- Expressions explaining physical feelings *eg I have thirst/hunger/tiredness*
- Possessive adjectives - *my* and conjunctions - *with*
- Questions and answers about people
- Time to the nearest hour
- Nouns describing relationships ie friends

Culture: Contrasting regions of Spain - landscape, food, festivals, artists etc

Home Learning Opportunities

- Homework is set on a **Friday** and should be completed by **Wednesday morning**
- Practising spellings and times tables everyday has the most impact on learning
- Please bring your reading book and record every day & write in it every time you read
- Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home
- PE kits should be worn on **Mondays and Fridays (4C)** - to be worn all day
- Swimming kit needs to be brought in on Wednesday for 4N children only