

Year 4 Curriculum Information Summer 2 2025

English

Text based activities based on our class text– Planet Omar: Accidental Trouble Magnet by Zanib Mian

Fiction: To retell part of Plant Omar in the first person, from one character's point of view

- Identify audience and purpose for writing
- Select appropriate grammar and vocabulary
- Use language imaginatively to describe the story
- To read a wide range of stories which include different viewpoints
- Identify use of language and play language games to familiarise the children with it
- Plot the typical structure and check understanding
- Collect writer's hints for an alternative viewpoint story
- Write an alternative viewpoint story

Non-fiction: To write a discussion text about should children do homework or similar

- Think about audience and purpose
- Identify the features and typical language of discussion texts
- Read a wide range of discussion texts
- Collect writer's hints for instructions
- Write a discussion text about should children do homework

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!"
- Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. E.g. the teacher expanded to: the strict maths teacher with curly hair

Spelling

- Challenge Words
- Words that are plurals with possessive apostrophes
- Revision words

Maths

Time

- Years, months, weeks and days
- Hours, minutes and seconds
- Convert between analogue and digital times
- Convert to the 24-hour clock
- Convert from the 24-hour clock + end of topic test
- Understand angles as turns

Shape

- Identify angles
- Compare and order angles
- Triangles

- Quadrilaterals
- Polygons
- Lines of symmetry
- Complete a symmetric figure

Statistics

- Interpret charts
- Comparison, sum and difference
- Interpret line graphs
- Draw line graphs

Position and direction

- Describe position using coordinates
- Plot coordinates
- Draw 2-D shapes on a grid
- Translate on a grid
- Describe translation on a grid

Science - Living things and their habitats - the big build (STEM focus)

- Learn about building towers and bridges, starting with constructing tall towers
- Exploring bridges
- Looking at animals as builders
- Engage in researching famous engineers and architects and the structures they built.

History - Topic: How has Crime and Punishment changed over time?

In this unit, the children will explore how and why Crime and Punishment has changed over time. This will support them in developing an understanding of change and development over a long period of time. They will use a variety of sources of evidence to develop their knowledge and understanding of the different time periods. Within this, they will look at some small case studies in more depth to understand triggers for change, including the Bloody Code of 1815, the founding of the first police force, transportation of prisoners and the activism of the suffragettes. The children will also begin to appreciate that some things remain the same over long periods of time.

PSHE – Changing Me

- Understand that everyone is unique and special
- Can express how they feel when change happens
- Understand and respect changes
- Know who to talk to if they are worried about change

Computing – iAlgorithm

- To understand what algorithms are
- To know how they are implemented as programs on digital devices
- To know that programs execute by following precise and unambiguous instructions

R.E

Religion: Multi - faith

Enquiry question: What can we learn from religions about deciding what is right and wrong?

Theme/context:

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 and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. 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 - Run, Jump, Throw

The 'run, jump, throw' learning theme gives children an early opportunity to develop key fundamental movement skills, associated with many physical activities. An early introduction to the fundamentals of movement and fundamental movement skills will help support children's participation in physical activity as they grow older.

Link to athletics: Accuracy, Power, Distance

- To throw an object with power and accuracy
- To identify the most suitable type of throw to use
- To change the type of throw depending on the power needed
- To create rules and challenges within games
- To be able to keep going even if tasks are tricky

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

Music - "Samba"

This term, **Year 4** are continuing to study 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

Culture:

Regions of Spain - Valencia focus (food, festivals, art)

Language:

Revision & consolidation of previous term's learning

Expressions to show wants eg I want to eat/drink/sleep

Questions to establish how people are

Questions to find out personal information

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
- Our PE days are **Monday** and **Thursday (4C only)** - please send your child into school with a PE kit on and red jumper/cardigan over the top so they look smart for the whole day.