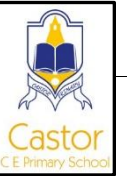


# Curriculum Overview for Year 4 Term 2



<p style="text-align: center;"><b>English</b></p> <ul style="list-style-type: none"> <li>reading from a wide range of texts and genres.</li> <li>developing inference, retrieval, summarising and prediction skills</li> <li>writing narratives that engage readers</li> <li>writing poetry</li> </ul>	<p style="text-align: center;"><b>Spanish</b></p> <ul style="list-style-type: none"> <li>name and recognise up to 10 fruits and 10 vegetables</li> <li>attempt to spell some of these nouns (including the correct article)</li> <li>ask somebody in Spanish if they like a particular fruit.</li> <li>say what fruits are liked and disliked</li> <li>learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.</li> <li>say if would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>	<p style="text-align: center;"><b>Science</b> <b>Electricity and Circuits</b></p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>
<p style="text-align: center;"><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>explain the concept of area</li> <li>find area by counting squares</li> <li>investigate different rectilinear shapes and their areas</li> <li>compare areas</li> <li>count in multiples of 3, 6, 7, 9, 11 and 12</li> <li>multiply and divide by 3, 6, 7, 9, 11 and 12</li> <li>multiply and divide by 1 and 0</li> <li>multiply 3 numbers</li> </ul>	<p style="text-align: center;"><b>Geography</b> <b>Population</b></p> <p>How and why does population distribution vary across Great Britain?</p> <p>Studies of</p> <ul style="list-style-type: none"> <li>the characteristics of population including distribution and diversity.</li> <li>migration.</li> <li>multicultural London and multicultural Cardiff including language and culture, effect of changing demographics</li> <li>ideas of national identity</li> </ul>	<p style="text-align: center;"><b>Computing</b> <b>Creating Media - Audio Production</b></p> <ul style="list-style-type: none"> <li>identify that sound can be recorded</li> <li>explain that audio recordings can be edited</li> <li>recognise the different parts of creating a podcast project</li> <li>apply audio editing skills independently</li> <li>combine audio to enhance my podcast project</li> <li>evaluate the effective use of audio</li> </ul>
<p style="text-align: center;"><b>Physical Education</b> <b>Dodgeball and Dance</b></p> <ul style="list-style-type: none"> <li>Improve skills of travelling, jumping, turning, stillness, gesturing; changing shape/size/level/ direction.</li> <li>Increase the range of body actions; compose, practice and perform actions with control and fluency.</li> </ul>	<p style="text-align: center;"><b>History</b> <b>The Roman Empire</b></p> <p>What can sources reveal about Roman ways of life?</p> <ul style="list-style-type: none"> <li>know how the Roman Army was organised</li> <li>know about the early emperors of Rome (inc. Augustus, Claudius and Nero)</li> <li>investigate what the Roman Empire was like under the leadership of Julius Caesar</li> <li>investigate the events of the Jewish-Roman war</li> <li>begin to understand how Christians were persecuted in Rome</li> <li>describe Roman amphitheatres and games</li> <li>know about the destruction of Pompeii</li> </ul>	<p style="text-align: center;"><b>DT</b> <b>Torches</b></p> <ul style="list-style-type: none"> <li>identify electrical products and explain why they are useful.</li> <li>help to make a working switch.</li> <li>identify the features of a torch and how it works.</li> <li>describe what makes a torch successful.</li> <li>create suitable designs that fit the success criteria and own design criteria.</li> <li>create a functioning torch with a switch according to own design criteria.</li> </ul>
<p style="text-align: center;"><b>Music</b> <b>Glockenspiel 2</b></p> <ul style="list-style-type: none"> <li>increase language of music</li> <li>play and create music using a Glockenspiel</li> <li>read and create a basic music notation</li> </ul>	<p>Our class reader this term is The Last Bear by Hannah Gold.</p>	<p style="text-align: center;"><b>Religious Education</b> <b>How and why do people show their commitments during the journey of life?</b></p> <ul style="list-style-type: none"> <li>explain why people celebrate different events in their lives</li> <li>describe some ceremonies of commitment from different religions and their importance</li> <li>consider links between ideas of love, commitment and promises within these ceremonies</li> <li>explain what is meant by a rite of passage and how life can be seen as a journey</li> </ul>
<p style="text-align: center;"><b>PSHE</b> <b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>understand that, sometimes, assumptions are made based on what people look like</li> <li>understand what influences people to make assumptions based on how people look</li> <li>know that sometimes bullying is hard to spot and know what to do if it is going on even when unsure</li> <li>explain why witnesses sometimes join in with bullying and sometimes don't tell</li> <li>identify what is special about us and value the ways in which we are unique</li> <li>share a time when first impressions of someone changed when we got to know them</li> </ul>		