

Curriculum Overview for Year 4 Term 3



<p style="text-align: center;">English</p> <ul style="list-style-type: none"> reading from a wide range of texts and genres. developing inference, retrieval, summarising and prediction skills writing recounts in role, letters to inform and descriptions 	<p style="text-align: center;">Spanish <i>La historia de la antigua Gran Bretaña</i></p> <ul style="list-style-type: none"> use the Spanish for "I am" (soy), "I have" (tengo) and "I live" (vivo). name in Spanish, the 6 key periods of ancient Britain, introduced in chronological order. be able to say in Spanish 3 of the types of people who lived in Ancient Britain. tell somebody in Spanish the 3 key hunting tools used during the stone age, bronze age and iron age in ancient Britain. name the 3 types of dwellings people lived in during the stone age, bronze age and iron age. 	<p style="text-align: center;">Science <i>Materials: States of Matter</i></p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
<p style="text-align: center;">Mathematics</p> <ul style="list-style-type: none"> finding and using factor pairs multiplying and dividing by 10 and 100 multiplication and division of 2- and 3- digit numbers by a single digit problem solving using multiplication and division measure in km and m find perimeters of rectangles, rectilinear shapes and polygons calculate missing lengths in rectilinear shapes 	<p style="text-align: center;">Geography <i>Coastal Processes</i> How does the location of west Wales affect its coast?</p> <p>Studies of</p> <ul style="list-style-type: none"> the diversity in the UK coastline processes of erosion, transportation & deposition coastal landforms including beaches, headlands and bays the Jurassic coast, including the significance of its rocks, fossils and landforms coastal habitats using contrasting examples, including coasts of the Indian Ocean 	<p style="text-align: center;">Computing <i>Repetition in Shapes</i></p> <ul style="list-style-type: none"> identify that accuracy in programming is important program a computer by typing commands explain the effect of changing a value of a command test algorithms in a text-based languages explain what 'repeat' means and use it in programs predict outcome of a program containing a count-controlled loop create a program that uses count-controlled loops to produce a given outcome develop a program by debugging it
<p style="text-align: center;">Physical Education <i>Ball Skills and Gymnastics</i></p> <ul style="list-style-type: none"> catch different sized objects with increasing consistency with one and two hands. consistently track the path of a ball that is not sent directly to me. dribble a ball with increasing control and co-ordination. explain what happens to my body when I exercise and how this helps to make me healthy. plan and perform sequences with a partner that include a change of level and shape. safely perform balances individually and with a partner. understand how body tension can improve the control and quality of my movements. 	<p style="text-align: center;">History <i>Roman Britain</i> What kinds of knowledge about Roman Britain have historians been able to build from the sources?</p> <ul style="list-style-type: none"> the ancient Britons - a land of diversity, a land of migrants (e.g. Celts). Celtic language, Celtic culture. rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis life on the frontier: Hadrian's Wall black Romans in Britain 	<p style="text-align: center;">DT <i>Structure: Pavilions</i></p> <ul style="list-style-type: none"> design a pavilion that is strong, stable and aesthetically pleasing, selecting appropriate materials and construction techniques
<p style="text-align: center;">Music <i>Stop!</i></p> <ul style="list-style-type: none"> musical appreciation of grime and rap music compose and perform own rapped lyrics 	<p>Our class reader this term is <i>Oranges in No Man's Land</i> by Elizabeth Laird.</p>	<p style="text-align: center;">Religious Education <i>What is it like for someone to follow God?</i></p> <ul style="list-style-type: none"> the Old Testament people of God and how they lived their lives the story of Noah, considering what it was like for him to follow God the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony texts that share stories from the Old Testament people of God in detail the importance of returning to the original text for meaning the story of Abram/Abraham and the covenant that he made with God why following God might sometimes feel hard for believers.
<p style="text-align: center;">PSHE <i>Dreams and Goals</i></p> <ul style="list-style-type: none"> What my hopes and dreams are How to manage feelings of disappointment How it might help to think positively and reflect on my experiences How to change and make new plans How to take small steps to achieve a goal on my own or as part of a group 		