

Curriculum Overview	PE	Geography / History	PSHE	Music
<p>Year 4 Term 5 Our Local Area</p> 	<p><u>OAA</u> -To be able to follow a (more demanding) familiar context. - To be able to follow a route within a time limit. - To mark control points in the correct position on a map or plan. - Can find the way back to a base point. -Can choose effective strategies and change ideas if not working. <u>Games - Tops Football</u> -Can keep possession of the ball. -Can vary tactics and adapt skills depending on what is happening in a game. -To know and use rules fairly and show respect for my teammates and opponents. -We can work well as part of a team in competitive games.</p>	<p>The children will know how to plan a journey within the UK, using a road map -Dartford Use compass points Use grid references Use map symbols Use map key Use ordnance survey maps - plan a route as a class on a map - visit at least 4 places of interest on the route, record coordinates and directions of travel. Then walk it in the local area (Fieldwork). - Know why most cities are located by a river - Dartford context They will look at aerial photographs of Dartford/the river <u>Dartford</u> Dartford gets its name from 'Darent' 'Ford'. Two rivers - The Darent and The Cray - meet (confluence). The town's main road pattern follows a 'T' shape as a result. In Roman times, Dartford became a river-crossing route. The river created fertile land for farming, providing an excellent transport link into London. It has shaped the land by carving through the chalk. Historical - Holy Trinity Church in Dartford.</p>	<p><u>Physical and mental wellbeing.</u> - Maintaining a balanced lifestyle; -Identify factors that help maintain a balanced healthy lifestyle, physically and mentally. - Explain what is meant by physical, mental and emotional health. -Explain what positively and negatively affects our health. -To describe factors to help promote and maintain a balanced, healthy lifestyle. -To know what good physical health means and how to recognise early signs of physical illness. To explain that common illnesses can be quickly and easily treated with the right care. -To know how to maintain oral hygiene and oral health inc. how to floss and brush correctly. To understand the importance of regular visits to the dentists and the effect of different foods, drinks and substances on dental health, <u>Personal identity</u> To recognise personal identity - what it is and what contributes to it inc. race, gender, family, faith, culture, hobbies, likes and dislikes. To recognise respect and express their individuality and personalities.</p>	<p>Year 4 will: -Take part in Red Rooster Music School violin lessons. <u>Vocal, Body Percussion and Percussion Instruments</u>. Choose the most appropriate sounds and combine them with others to create soundscapes in response to a brief. This could be as a whole class or as small groups. Begin to compose music to a pulse either in groups or as a whole class. Compose music for a purpose either in groups or as a whole class. <u>Notation</u> -Begin to use rhythmic notation. Write simple 4-beat rhythms.</p>
Art / DT	Computing	RE	Maths	
<p>Sketching local area - pencil tones Use sketchbooks to experiment with different textures. Use photographs to help create reflections (local area)</p>	<p>We will be using the software of Logo. The children will learn a wide range of skills. These include: -Knowing the structure of the coding language of Logo. -Know how to input simple instructions in Logo. -Know how to use 2Logo to create letter shapes. -Know how to use the repeat function in Logo to create shapes -Know how to use and build procedures in Logo.</p> <p>We then move onto the next topic of animation using 2Animate. This is when the children learn: - Know what makes a good animated film or cartoon. -Know how animations are created by hand. -Know how animation can be created in a similar way using the computer. -Know about onion skinning in animation. -Know how to add backgrounds and sounds to animations. -Know some simple information about 'stop motion' animation.</p>	<p>In RE this term, the children will look at the different religious festivals and why they are important to each community. They will be able to identify the differences between these festivals and other types of celebrations as well as identify similarities and differences in the way festivals are celebrated within and between religions. The children can then have their own ideas about what matters most to believers in festivals and suggest how and why religious festivals are important to many people.</p>	<p>The children will cover fractional amounts in decimal notation and, in doing so, begin to learn the decimal point and the tenth and hundredth columns. As key learning points, tenths and hundredths are covered in detail; dividing by 10 and 100 to result in answers containing decimal numbers is also a major focus. We then find number bonds of tenths and hundredths to 1 and show how this links to bonds to 10 and 100. The children will start to represent decimals on place value grids and compare decimals. The children compare decimals with the same number of digits. Children begin to use diagrams to understand the decimal equivalents of simple fractions, such as a half and a quarter. Children then round decimals to the nearest whole number by considering their position on a number line.</p> <p>We then begin our next unit of money. This is the first time children are introduced to the £:p notation. Children will learn that the decimal point separates the pounds from the pence. They will round money to the nearest 10p and £1 to help them estimate total costs and will start to add and subtract simple amounts of money, but without needing to formally add decimals. Children will know already that 100p is equal to £1 and will use this knowledge to help them with their addition. They will go on to multiply and divide amounts of money and solve word problems about money.</p>	
English			Science	Termly School Value
<p>This term, linked to the 'Our Local Area' topic in geography, we will be using the knowledge we have gained to write a non-chronological report about Dartford. We will explore the features of non-chronological reports and develop our writing skills with a particular focus on topic sentences and writing in paragraphs. We will also continue to expand our range of poetry and poetic styles during Year 4 by reading and performing Jaberwocky, reciting parts by heart and thinking about how we use our voices to engage and entertain our audience. In reading, we will develop our fluency using the same texts, exploring and extending our vocabulary as well as answering a variety of comprehension questions where we will infer meaning, retrieve, explain using quotations to justify our thinking, predict and summarise.</p>			<p><u>Living things and their habitats</u> The children will know how to recognise that living things can be grouped in a variety of ways. They will also explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. We then move forward and look at knowing how to recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.</p>	 <p>COURAGE</p>

