

Curriculum Overview For Year 4 Summer

English Adventure/Action—Spy Master: First Blood by Jan Burchett Traditional Tale— The Firework Maker's Daughter by Phillip Pullman Discussion—A balanced argument Poetry—Haikus, Cinquains and Tankas	I can use a full range of punctuation used in KS1 and Year 3 including commas for lists. I can use range of punctuation taught in Y3/Y4 including inverted commas and associated punctuation I can select a range of verb forms in past, present and future tense confidently. Speaking & Listening I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.	Composition I can write under headings, sub-headings and bullet points. I can use connecting adverbs to link paragraphs. I can compose sentences using a range of sentence structures. When I finish a piece of work I will proof read it through to correct spelling and punctuation errors if present. I can read aloud my writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Science-Can we live without electricity? I can identify common appliances that run on electricity I can construct a simple series electric circuit I can identify and name the basic part in a series circuit, I can identify whether or not a will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. I can recognise that a switch opens and closes a circuit. I can they associate a switch opening with whether or not a lamp lights in a simple series circuit. I can recognise some common conductors and insulators.	Science- Why are Teeth Tremendous? I can identify and name the basic parts of the digestive system in humans I can describe the simple functions of the basic parts of the digestive system in humans I can identify the simple function of different types of teeth in humans? I can compare the teeth of herbivores and carnivores? I can explain what a simple food chain shows. I can construct and interpret a variety of food chains, identifying producers, predators and prey
Vocabulary, Grammar & Punctuation I can use commas to mark clauses. I can use a range of determiners.	I can present to an audience using appropriate intonation; controlling the tone, volume so that the meaning is clear.		PE: Physical I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control PE: Health and Fitness I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise.	Music I can understand the language of music and combining skills learned through playing of the djembe drum and xylophone. (Glockenspiel stage 3) I can begin to read standard notation to learn, rehearse /perform music – class showcase. I can begin to develop an understanding of the history of music. I can appreciate a wide range of live & recorded music.
Maths Measurement I can convert between different units of measurements I can measure and calculate the perimeter of a rectilinear figure in cm and m. I can find the area of rectilinear shapes by counting squares. I can calculate different measures Geometry I can identify acute and obtuse angles and compare and order angles up to two right angles by size. I can compare and classify geometric	shapes, including quadrilateral and triangles based on their properties, sizes, line of symmetry and the angles within them I can identify lines of symmetry in 2D shapes presented in different orientations. I can describe positions on a 2D grid as coordinates in the first quadrant. I can plot specified points and draw sides to complete a given polygon. I can describe movements between positions as translations of a given unit to the left/right and up/down.	Statistics I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	RE- LC: What is the impact of Pentecost on Christians? I can make links between Pentecost and Christian beliefs LC: How do people mark significant events in life? I can identify some beliefs about love and commitment in Religion I can recognise ceremonies of religious significance	PSHE– relationships I can identify the web of relationships that I am part of I can explain different points of view Changing Me I am confident to make changes when it will benefit me I can identify what I am looking forward to in Year 5
History LC: What did the Tudors do for Bolton? I can demonstrate an understanding that people who lived in the past cooked and travelled differently and used different weapons from ours. I can recognise that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. I can compare and contrast two versions of an event and say how they differ I can empathise with what it was like for a child in a given period from the past and use photographs and illustrations to present my findings.	Geography LC: Is Climate cool? I can observe different views about an environmental issue and explain my own. can compare and contrast between the British Isles, Great Britain and UK. I can categorise the countries that make up the European Union I can identify up to six cities in the UK and locate them on a map. I can recognise and name some of the main islands that surround UK.		Art Materials I can select recycled materials to make art. I can select different materials.to print Texture I can select and use a range of materials to express more complex textures.	Design Electrical Systems Design: I can design a torch, considering the target audience. Make: I can make a torch with a working electrical circuit and switch. Evaluate: I can test and evaluate the success of a final product Technical Knowledge: I can explain how electrical items work.