| **Maths:**  Keeping **number bonds** up to 10 and 20 fresh in your child’s mind is very useful. Then applying this knowledge to number bonds to 100. For example, 3 + 4 and 30 + 40 or 15 - 4 and 75 - 4.  Your child needs to know all the **timetables and division facts to 12** by the end of the academic year. For example, knowing 4x5=20 also means knowing 5x4=20; 20÷4=5 and 20÷5=4.  Please continue to support your child to know all the times tables, working at your child’s own pace. Times Tables Rock Stars (all children have a login from the school) can support this alongside any other preferred times table app, booklet or game.  Please make regular practice of **telling the time** to the nearest minute using a digital and analogue clock. In Year 3 and 4 it is only to the 12 hour clock. If your child is confident at telling the time, move onto the 24 hour clock and challenge them with time problem solving questions such as *if we leave the house at 10:45am and the journey takes 3 and a half hours, what time will we arrive?*  Useful websites:  <http://www.bbc.co.uk/bitesize/ks2/maths/>  <http://www.mathplayground.com/>  **Writing:**  We are really focusing on our **SPAG** (spelling, grammar and punctuation) knowledge and applying it to all writing. Encourage your child to write for a variety of purposes, for example a letter/ postcard/email to a friend or family member; short story; diary entry or cartoon strip. Emphasis the importance of editing their work; checking for capital letters, ;punctuation, sense and spelling.  **Handwriting** practice is important for children’s writing stamina and presentation. Get your child to practise their handwriting using a cursive handwriting booklet for 5 minutes 3 times a week. Or they might like to copy sentences from their favourite books or songs. Remind your child to think about showing the difference between short and tall and short letters and positioning letters correctly on the line, e.g. letters such as a e i o u sit on the line but p q g y dangle down.  For SPAG practice:  <http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml>  For ideas to inspire writing:  <http://www.bbc.co.uk/bitesize/ks2/english/writing/> |  | Frome Valley  CE First School    Curriculum  Statement |
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**Year 4 Curriculum Overview**

**Please look on our website for more information on our curriculum (including topics) and our knowledge organisers.**

| **English:**   * use and understand determiners * identify and write main and subordinate clauses * use and extend sentence with conjunctions, adverbs and prepositions * punctuate direct speech correctly * use and understand the present, simple past and present perfect tenses correctly * Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * Begin to use and understand fronted adverbials * Spell words with suffixes and prefixes | | | **History:**   * Use evidence to ask questions and find answers to questions about the past * Understand the concept of change over time, representing this, along with evidence, on a timeline * Use dates and terms to describe event * Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ | | | | **Design & Technology:**   * Cut materials accurately and safely by selecting appropriate tools * Measure and mark out to the nearest millimetre * Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs * Improve upon existing designs, giving reasons for choices * Disassemble products to understand how they work * Design with purpose by identifying opportunities to design * Make products by working efficiently (such as by carefully selecting materials) * Refine work and techniques as work progresses, continually evaluating the product design | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Maths:   * Representing, comparing and partitioning numbers to 10,000 * Finding 1, 10, 100 or 1000 more or less than a given number * Estimating and using a number line to 10,000 * Add and subtract 1s, 10s, 100s and 1000s * Add and subtract two 4 digit numbers * Estimate answers and check strategies * Multiply and divide 3 digit numbers * Know the 6 and 7 times tables including corresponding division facts (previously learning 10, 2, 3, 4, 5, and 8s) * Multiply by 1 and 0 and divide a number by 1 and itself * Multiply three numbers | | | | | **Geography:**   * Apply knowledge of map techniques to describe the locations of places in UK and Europe * Relate knowledge of lines of longitude to time zones * Use a range of resources to identify the key physical and human features of a location * Describe geographical similarities and differences between countries * Name and locate the countries of Europe and identify their main physical and human characteristics | | | **PE:**   * Use a variety of locomotor skills in combination with object-control skills, e.g. jogging while dribbling a ball * Be able to transition fluently from one type of locomotion skill to another * Throw underarm to a partner or towards a target accurately * Throw overarm for distance with increasing accuracy. * Catch a small ball thrown from a partner. Catch a large ball thrown from a partner, while on the move * Dribble a ball with hands or feet, while changing speed and direction. * Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements (including long-handled implements, e.g. hockey sticks) while stationary initially * Use a balanced stance to send or receive a ball. Be able to change direction quickly * Recognise how to use space to make it easy for a teammate, e.g. passing towards them, or difficult for an opponent, e.g. passing away from them * Evade an opponent * Make more complex decisions, e.g. which pass to use when under pressure, which teammate to pass to * Maintain possession by supporting the ball carrier * See pitch and court spaces, long and short * Cover the court as a team * Determine when to run on or stop at a base * Outdoor Education (Forest Schools) |
| **Science:**   * 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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics * Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature * Identify how sounds are made, associating some of them with something vibrating * Recognise that vibrations from sounds travel through a medium to the ear * Identify common appliances that run on electricity * Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * 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 * 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 | | **RE:**   * Offer suggestions about what texts might mean to people of different faiths * Explain how beliefs about right and wrong affect people’s behaviour * Discuss and give opinions on stories involving moral dilemmas * Make clear links between religious concepts and texts and how people of religious faiths live in their whole lives and in their religious communities * Describe how people of different faiths show their beliefs in worship and in the way they live * Show an understanding that personal experiences and feelings influence attitudes and actions * Give some reasons why religious figures may have acted as they did * Raise questions about how concepts studied might make a difference to how they think and live * Identify religious artefacts and explain how and why they are used * Describe religious buildings and explain how they are used | | | | **Art & Design:**   * Adapt and refine ideas as they progress * Replicate some of the techniques used by notable artists, artisans and designers Use watercolour paint to produce washes for backgrounds then add detail * Use different hardness of pencils to show line, tone and texture * Sketch lightly * Use shading to show light and shadow * Replicate some of the techniques used by notable artists, artisans and designers | |
| **Computing:**   * To describe how networks physically connect to other networks * To recognise how networked devices make up the internet * To outline how websites can be shared via the World Wide Web (WWW) * To describe how content can be added and accessed on the World Wide Web (WWW) * To recognise how the content of the WWW is created by people * To evaluate the consequences of unreliable content * To record and edit sound using ICT | **PSHCE:**   * I understand that my actions affect others and try to see things from their points of view * I can explain why it is good to accept people for who they are * I know why witnesses sometimes join in with bullying and sometimes don’t tell | | | **Music:**   * Devise non-standard symbols to indicate when to play and rest * Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent * Sing a broad range of unison songs, pitching the voice accurately, with the range of an octave * Compose and perform melodic songs * Recognise the notes EGBDF and FACE on the musical stave * Create repeated patterns with a range of instruments * Devise non-standard symbols to indicate when to play and rest * Understand layers of sounds and discuss their effect on mood and feelings * Choose, order, combine and control sounds to create an effect * Use digital technologies to compose pieces of music | | | |