

# Kingsmoor's Curriculum Overview for Year 4

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Secure decoding of unfamiliar words</li> <li>Read for a range of purposes</li> <li>Retell some stories orally</li> <li>Discuss words &amp; phrases that capture the imagination</li> <li>Identify themes &amp; conventions</li> <li>Retrieve &amp; record information</li> <li>Make inferences &amp; justify predictions</li> <li>Recognise a variety of forms of poetry</li> <li>Identify &amp; summarise ideas</li> </ul> <p>Reading scheme books continue to go home</p> <p>Weekly bronze, silver, gold spelling test.</p>	<p><b>English</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Correctly spell common homophones</li> <li>Increase regularity of handwriting</li> <li>Plan writing based on familiar forms</li> <li>Organise writing into paragraphs</li> <li>Use simple organisational devices</li> <li>Proof-read for spelling &amp; punctuation errors</li> <li>Evaluate own and others' writing</li> <li>Read own writing aloud</li> </ul> <p>Targets set in reading and writing</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Use wider range of conjunctions</li> <li>Use perfect tense appropriately</li> <li>Select pronouns and nouns for clarity</li> <li>Use &amp; punctuate direct speech</li> <li>Use commas after front adverbials</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Articulate &amp; justify opinions</li> <li>Speak audibly in Standard English</li> <li>Gain, maintain &amp; monitor interest of</li> </ul> <p><b>Spelling and grammar</b></p> <p>frequent input VCOP in marking</p>	<p><b>Art &amp; Design</b></p> <p>Use sketchbooks to collect, record and evaluate ideas</p> <ul style="list-style-type: none"> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>Learn about great artists, architects &amp; designers</li> </ul> <p>Create art work for displays</p> <p>Art and craft – Friday activities developing skills</p>	<p><b>Computing</b></p> <p>Kingsmoor follow a scheme of work written by Somerset called Elim.</p> <p>Design &amp; write programs to achieve specific goals, including solving problems</p> <ul style="list-style-type: none"> <li>Use logical reasoning</li> <li>Understand computer networks</li> <li>Use internet safely and appropriately</li> <li>Collect and present data appropriately</li> </ul> <p>ICT – Friday activities: animation, music, photography, ipads, movie maker, scratch programming</p>
<p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>Know all tables to 12 x 12</li> <li>Secure place value to 1000</li> <li>Use negative whole numbers</li> <li>Round numbers to nearest 10, 100 or 1000</li> <li>Use Roman numerals to 100 (C)</li> <li>Column addition &amp; subtraction up to 4 digits</li> <li>Multiply &amp; divide mentally</li> <li>Use standard short multiplication</li> </ul> <p>Continue with Rainbow wall maths targets – focussing on mental recall.</p>	<p><b>Mathematics</b></p> <p><b>Geometry &amp; Measures</b> Compare 2-d shapes, including quadrilaterals &amp; triangles</p> <ul style="list-style-type: none"> <li>Find area by counting squares</li> <li>Calculate rectangle perimeters</li> <li>Estimate &amp; calculate measures</li> <li>Identify acute, obtuse &amp; right angles</li> <li>Identify symmetry</li> <li>Use first quadrant coordinates</li> <li>Introduce simple translations</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Use bar charts, pictograms &amp; line</li> </ul> <p><b>Fractions &amp; decimals</b></p> <ul style="list-style-type: none"> <li>Recognise tenths &amp; hundredths</li> <li>Identify equivalent fractions</li> <li>Add &amp; subtract fractions with common denominators</li> <li>Recognise common equivalents</li> <li>Round decimals to whole numbers</li> <li>Solve money problems</li> </ul> <p>Natty numbers 3 times week across KS2</p>	<p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Use research &amp; criteria to develop products which are fit for purpose</li> <li>Use annotated sketches and prototypes to explain ideas</li> <li>Evaluate existing products and improve own work</li> <li>Use mechanical systems in own work</li> <li>Understand seasonality; prepare &amp; cook</li> </ul> <p>DT – Friday activities – cookery construction</p>	<p><b>Geography</b></p> <p>Local Study Visits</p> <p>North America and South America</p> <p>Water: Rivers, coasts, water cycle</p> <p>Mountains, volcanoes and earthquakes</p> <p>Human and physical study – European and UK</p> <p>Locate world's countries, focussing on Europe &amp; Americas focus on key physical &amp; human features</p> <ul style="list-style-type: none"> <li>Study a region of the UK (not local area)</li> <li>Use 8 points of compass, symbols &amp; keys</li> <li>Describe &amp; understand climate, rivers, mountains, volcanoes, earthquakes, water cycle, settlements, trade links, etc.</li> <li>Use fieldwork to observe, measure &amp; record</li> </ul> <p>Relate to their Locality – wider world</p> <p>KS2 Topics include:</p>
<p><b>Science</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>Classify living things</li> <li>Digestive system &amp; teeth</li> <li>Food chains</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>Changes of state</li> <li>The water cycle</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>Sound as vibrations</li> <li>Electricity: simple circuits &amp; conductors</li> </ul> <p>Developing a scientific approach to asking and answering questions</p> <p>In KS2 Science is taught in single Year groups</p> <p>Outdoor/forest school/ gardening – Friday activities</p>	<p><b>History</b></p> <p>In KS2, Years 3, 4, 5 and 6 all study the same History and Geography topics. Children will progress through a 4 year cycle which enables them to cover all aspects of the NC 2014. (See Long term plan)</p> <p>History Topics include:</p> <p><b>British History (taught chronologically)</b></p> <ul style="list-style-type: none"> <li>Stone Age to Iron Age Britain,</li> <li>Roman Empire &amp; impact on Britain:</li> <li>Anglo-Saxons &amp; Vikings,</li> </ul> <p>Local study visits– The battle of Sedgemoor</p> <p>History over time</p> <p>Broader history:</p> <p>Greeks</p> <p>Ancient Egyptians</p> <p>Contrast British history with Mayan, Islamic, Benin</p> <p><b>Skills include:</b> To investigate and interpret the past, To build an overview of world history, To understand chronology and to communicate historically.</p>	<p><b>Modern Languages</b></p> <ul style="list-style-type: none"> <li>Listen &amp; engage</li> <li>Ask &amp; answer questions</li> <li>Speak in sentences using familiar vocabulary</li> <li>Develop appropriate pronunciation</li> <li>Show understanding of words &amp; phrases</li> <li>Appreciate stories, songs, poems &amp; rhymes</li> </ul> <p>Broaden vocabulary</p> <p>At Kingsmoor the children learn French</p>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Use voice &amp; instruments with increasing accuracy, control and expression</li> <li>Improvise &amp; compose music</li> <li>Listen with attention to detail</li> </ul> <p>Appreciate wide range of live &amp; recorded music</p> <p>Begin to develop understanding of history</p> <p>Performance – Friday activities – singing, ukulele, recorders, ipads</p>
		<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, modified as appropriate</li> <li>Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>Compare performances to achieve personal bests</li> <li>Swimming proficiency at 25m</li> </ul> <p>Outdoor ed/bikeability/martial arts/team sports/strategy games – Friday activities Y3/4 5/6 residential Inter school sports competitions</p>	<p><b>Religious Education</b></p> <p>Kingsmoor follow the Somerset syllabus which can be viewed on the following link: <a href="http://amv.somerset.gov.uk/">http://amv.somerset.gov.uk/</a></p> <p><b>PSHCE</b></p> <p>Health and wellbeing</p> <p>Living in the wider world</p> <p>Relationships</p>