

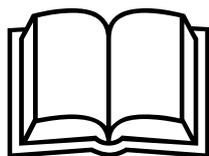


## Deanery C.E. Primary School

Programme of Work in Year 4  
SUMMER TERM 2017

English and Maths are taught following the Renewed Primary Framework. The aim of the Primary Framework for literacy and mathematics is to support and increase all children's access to excellent teaching, leading to exciting and successful learning.

English



### READING

The reading curriculum in Year 4 is based on a wide range of high-quality fiction, poetry and non-fiction and provides opportunities for children to apply their developing reading skills. Children are also given opportunities to choose their own books and other reading materials to develop personal tastes in text-types and authors. The Year 4 reader needs to develop the ability to use a range of resources to find information and answers to questions, deciding which are helpful and which to put aside.

### WRITING

Narrative writing develops both in length and in structure, using good models from personal reading and stories read aloud. Children should begin to organise work into paragraphs. Learners should be increasingly using ambitious vocabulary and varied sentence construction to engage the reader.

**Narrative:** Stories linked to popular authors such as David Walliams.

**Non Fiction:** Explanation texts: Linked to Geography and History topics (Natural Disasters and Ancient Egypt)

### BIG WRITING

This weekly session will develop the 4 generic targets in writing: Vocabulary, Connectives, Openings and Punctuation

### SPELLING

Year 4 spelling is marked by increasing accuracy of high frequency and phonically regular words and the ability to apply a range of strategies to unfamiliar words.

### HANDWRITING

Children will be taught to use use a neat, joined and legible handwriting style both in dedicated practice sessions and consistently across the curriculum.

Mathematical  
Development



In Year 4, children solve increasingly complex word problems and, where appropriate, use a calculator to do so. They identify the operations to use, record them using symbols in number sentences and talk about their methods and their solutions.

Most children learn how mathematics is used to represent real-life problems. Links to other curriculum areas and to out-of-school contexts demonstrate the role of mathematics as an important and valuable problem solving tool.

Year 4 children derive and recall addition and subtraction facts that involve two-digit numbers.

Children recall multiplication tables to  $12 \times 12$  and derive the associated division facts.

Teachers introduce children to the skills needed to use a calculator efficiently to carry out calculations involving all four operations.

Teachers develop children's use of language of shape, direction and position. They read times and interpret and calculate time intervals.

<p>Science</p> 	<p><b>Electricity</b> Children will revisit some uses of electricity and the importance of safety before constructing simple circuits. They will understand how to change a circuit by changing its components. <b>Working scientifically – Brilliant bubbles.</b> This topic will give children a chance to explore some of the science that develops 'working scientifically' skills. It will show children that everyday objects have links to science. Children will investigate bubbles – why they are spherical, where we find bubbles etc.</p>
<p>R.E.</p> 	<p><b>Rites of passage-</b> Children will explore how key life moments are observed in different faiths. <b>Understanding Christianity –</b> Children will consider the events of Pentecost and link this back to work on The Trinity. They will make links between ideas about the Kingdom of God explored in the Bible and what people feel about following God in the world today.</p>
<p>Spanish</p> 	<p>Children will learn about -Spanish speaking holiday destinations. -Holiday topic vocabulary, such as clothing, weather and food. Children will also use their food vocabulary to design a menu.</p>
<p>P.E.</p> 	<p>In PE we will focus on Athletics and Outdoor and Adventurous Activities - Using a simple map of the playground or school fields to complete an orienteering course. We will also be exploring striking and fielding activities developing cricket and rounders skills in our Games lessons.</p>
<p>I.C.T.</p> 	<p><b>We are historians</b> Creating then and now databases using excel, Google and Survey Monkey <b>We are co-authors</b> Producing a wiki page, exchanging and sharing information.</p>
<p>P.S.H.E.</p> 	<p><b>SRE – DVD1 Changes (Puberty)</b> <b>PSHE –</b> Children will work with the Dot Com programme throughout this term. The Dot Com programme is built on the core process of Protective Behaviours, which has as its main themes: 'We all have the right to feel safe all the time', and 'We can talk with someone about anything, even if it feels awful or small'. Implicit in this is that people have a right to feel safe with <u>us</u>. Protective Behaviours is a practical down to earth approach to personal safety. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life that satisfies the need for fun and excitement without violence and fear.</p>
<p>Creative curriculum</p> 	<p><b>Ancient Egypt:</b> In <b>History</b>, we will find out:</p> <ul style="list-style-type: none"> <li>• How we know about life in Ancient Egypt.</li> <li>• The discovery of the tomb of Tutankhamun.</li> <li>• Ancient Egyptian beliefs and how we know about this.</li> <li>• Different ideas about how the pyramids were built.</li> </ul> <p>In <b>Geography</b>, we will find out:</p> <ul style="list-style-type: none"> <li>• Where Egypt is using atlases.</li> <li>• The main geographical features of Ancient Egypt.</li> <li>• The importance of the River Nile in Ancient Egypt.</li> </ul> <p>In <b>Art</b>, we will:</p> <ul style="list-style-type: none"> <li>• Find out how tomb paintings were created, and make some of our own tomb-paintings.</li> <li>• Use air-drying clay to make some of our own Ancient Egyptian artefacts.</li> </ul> <p>In <b>Design Technology</b>, we will:</p> <ul style="list-style-type: none"> <li>• Use our understanding of nets to design and make a sarcophagus for a Pharaoh.</li> </ul> <p><b>Natural Disasters:</b> In <b>Geography</b>, we will find out:</p> <ul style="list-style-type: none"> <li>• Location of earthquakes, tornadoes and tsunamis</li> <li>• Volcanic eruptions and flooding</li> </ul>
<p>Music</p> 	<p><b>Listen and Appraise</b> - Cuckoo! and some more of Britten's Friday Afternoons songs with their cover versions. <b>Musical Activities</b> - learn about the interrelated dimensions of music through: games, singing and playing instruments with or without notation. In the 2<sup>nd</sup> half</p>

	<p>term the children will be consolidating learning that has taken place over the year, revisiting songs and instrumental pieces and will culminate in a group performance to peers.</p>
<p>Homework</p> 	<p>There will be a weekly spelling test. Children should aim to read for 15 minutes each night. Children are expected to produce a piece of writing based on their 2 literacy targets once every three weeks. This will be completed in their homework target book. Children will complete a grammar homework once every three weeks and also a reading comprehension once every three weeks. Children will complete one project during this term, project work will replace the weekly writing homework. There is also a maths based activity each week, completed electronically via My Maths. Children record a Maths question daily in Homework Diaries, to share with parents.</p>