

## Curriculum Overview Year 4

• Gas

Term 1

| ~    | As theologists, this term we will be<br>learning about   | The key vocabulary for this term is   | In preparation for this learning, the suggested activities to do at home are  |         | As geographers, this term we will be<br>learning about   | The key vocabulary for this term is   | In preparation for this learning,<br>the suggested activities to do at<br>home are   |
|------|--|---|---|---------|--|---|--|
| C \$ | <ul> <li>Family:</li> <li>Class Saint – Saint Anthony/Saint Anne</li> <li>Jesus' family tree - Abraham</li> </ul>  | <ul> <li>virtue of hope</li> <li>Covenant</li> <li>Creation</li> <li>Generations</li> <li>Old Testament</li> <li>Genesis</li> <li>Make Links</li> </ul> | <ul> <li>Look at a family tree or look at<br/>photos of different family members</li> </ul>   | r f f f | <ul> <li>What are rivers, and how are they used?</li> <li>Rivers of the world</li> <li>Flooding</li> <li>Uses of rivers</li> <li>Stages to a river</li> </ul>    | <ul> <li>Lower course</li> <li>Middle course</li> <li>Upper course</li> <li>Source</li> <li>Introduction</li> </ul> | • Could you try and find the longest river on a world map?   |
|      | As readers, this term we will be<br>learning about   | The key vocabulary<br>for this term is  | In preparation for this learning, the suggested activities to do at home are  |         | As artists/designers, this term we will be learning about  | The key vocabulary for this term is   | In preparation for this learning,<br>the suggested activities to do at<br>home are   |
|      | Traditional tales:   | <ul> <li>Predict</li> <li>Inference</li> <li>Retrieval</li> <li>Justify</li> <li>Evidence</li> </ul>  | <ul> <li>Read a traditional tale and<br/>discuss the message in the<br/>story.</li> </ul>   |         | • David Hockney  | <ul><li>perspective</li><li>Shade</li><li>Collage</li><li>Pop Art</li></ul>   | <ul> <li>Look at different pictures by<br/>David Hockney and say what<br/>you like about them.</li> </ul>  |
|      | As writers and spellers, this term we will be learning about   | The key vocabulary<br>for this term is  | In preparation for this learning, the suggested activities to do at home are  |         | As athletes, this term we will be<br>learning about  | The key vocabulary for this term is   | In preparation for this learning,<br>the suggested activities to do at<br>home are   |
|      | Writing an alternative tradition tale:   | <ul><li>Fiction</li><li>Description</li><li>Adjectives</li><li>Noun phrases</li></ul>   | <ul> <li>Read different variations to<br/>tradition and fairy tales, discuss<br/>how the story has been changed.</li> </ul>   |         | <ul> <li>Invasion games: Basketball</li> <li>Different ways to attack</li> <li>Different ways to defend</li> <li>How to work as a team</li> </ul>                | <ul><li>Attacker</li><li>Defender</li><li>Communication</li><li>Tactics</li></ul>                                   | <ul> <li>Think about what games<br/>involve teams trying to score<br/>against each other</li> <li>Try and watch a video on your<br/>inspirational sports person (Lisa<br/>Leslie)</li> </ul> |
|      | As mathematicians, this term we will be learning about   | The key vocabulary<br>for this term is  | In preparation for this learning, the suggested activities to do at home are  |         | As musicians, this term we will be<br>learning about   | The key vocabulary for this term is   | In preparation for this learning,<br>the suggested activities to do at<br>home are   |
|      | <ul> <li>Place value, addition and subtraction,<br/>multiplication and division:</li> <li>What a 4-digit number is made up of.</li> <li>Strategies to add and subtract</li> <li>Strategies to multiply and divide</li> </ul> | <ul> <li>Place value</li> <li>Rounding</li> <li>Order</li> <li>Compare</li> <li>Column method</li> </ul>  | <ul> <li>Practice writing and recognising 4-<br/>digit numbers.</li> <li>Talk about the value of the digits in<br/>2-digit, 3-digit and 4-digit numbers.</li> </ul> | &       | <ul> <li>Samba and carnival sounds:</li> <li>Identify features of Samba music</li> <li>Understand a syncopated rhythm</li> <li>Compose a rhythm break</li> </ul> | <ul> <li>Pitch</li> <li>Tempo</li> <li>Syncopated</li> <li>Rhythm</li> <li>Composition</li> <li>Pulse</li> </ul>    | <ul> <li>Listen to some Samba songs,<br/>what instruments can you<br/>hear?</li> </ul>   |
|      | As scientists, this term we will be<br>learning about  | The key vocabulary<br>for this term is  | In preparation for this learning, the suggested activities to do at home are  |         | As computer scientists, this term we will be learning about  | The key vocabulary for this term is   | In preparation for this learning,<br>the suggested activities to do at<br>home are   |
|      | <ul> <li>States of matter:</li> <li>Properties of a solid, liquid and gas</li> <li>Changing solids, liquids and gases</li> <li>Understand the water-cycle</li> </ul>   | <ul> <li>Evaporation</li> <li>Freezing and<br/>melting points</li> <li>Solid</li> <li>Liquid</li> </ul>   | <ul> <li>Freeze some water and see how it<br/>changes from a liquid to a solid.</li> </ul>  |         | <ul><li>Computing systems and networks:</li><li>Connecting devices in a network</li><li>Sharing information</li><li>Websites</li></ul>                           | <ul><li>Devices</li><li>Networks</li><li>Websites</li><li>The internet</li></ul>                                    | <ul> <li>Have a look at the different<br/>devices in your home and<br/>decide which ones are<br/>connected to the internet.</li> </ul>   |

