

Mortimer Primary School

Curriculum Overview

Year 4 ~ Summer Term

We would like to welcome you all to this new and exciting school term. As we dive into the warmer months, we are excited to provide the children with a variety of engaging and enriching activities to enhance their learning.

| Class 4FH | Class 4AM | Class 4VB |
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| <i>Mrs Herbert</i> | <i>Miss Marshall</i> | <i>Miss Bone</i> |
| Teaching Support Staff | | |
| <i>Mrs Hamill, Mr Howes, Mrs Taylor</i> | | |

| Subject | Focus | Key Knowledge and Skills |
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| English | <u>Reading</u> Matilda by Roald Dahl The Sheep Pig by Dick King-Smith | <ul style="list-style-type: none">• I can explain in depth what I have read.• I know what phrases and words capture the reader's interest and imagination.• I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.• I can use dictionaries to check the meaning of words that I have read.• I can check that the text makes sense by discussing my understanding with others and explaining the meaning of words in context.• I can ask questions to improve my understanding of a text.• I can continue to build inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.• I can predict what might happen from details stated and implied.• I can summarise the main ideas in a text.• I can read books that are structured in different ways and read for a range of purposes.• I can develop a positive attitude towards reading.• I can participate in discussions about books that are read to me and those I can read for myself. |
| | <u>Writing</u> | <ul style="list-style-type: none">• I can understand the features of a character study.• I can write a character study based on a familiar character.• I can identify the audience and purpose of my writing.• I can consider how to develop characters and settings in narrative writing.• I can write a balanced argument for a particular purpose, providing arguments for and against.• I can understand the features of play script writing and apply this knowledge to recreate a familiar scene. |

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| | | <ul style="list-style-type: none"> • I can explore a range of poetry techniques and use this understanding to write my own poetry. • I can write a letter of persuasion for a particular purpose. • I can write effectively for a range of purposes and audiences, selecting appropriate language for the reader. • I can assess the effectiveness of my own writing, making changes to vocabulary, grammar and punctuation. |
| | Grammar & Spelling | <ul style="list-style-type: none"> • I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • I can use the present perfect form of verbs in contrast to the past tense. • I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • I can use apostrophes correctly in my writing • I can use conjunctions, adverbs and prepositions correctly. • I can incorporate fronted adverbials into my writing tasks. • I can use expanded noun phrases. • I can use paragraphs to organise my writing. • I can spell words that are homophones correctly. • I can spell words with 'c' before 'i' and 'e' • I can spell words containing 'sol' and 'real' • I can spell words containing 'phon' and 'sign' • I can spell words with prefixes '-super', 'anti-' and '-auto' • I can spell words with the prefix 'bi' meaning two • I can spell words with unfamiliar spelling patterns • I can spell words that are plurals with possessive apostrophes |
| Maths | Multiplication tables | <ul style="list-style-type: none"> • I can recite all of the times tables from 2 times 2 to 12 times 12. • I know the individual facts for these tables and the divisibility facts that belong to them. |
| | Fractions | <ul style="list-style-type: none"> • I can order mixed numbers and improper fractions on a numberline. • I know that improper fractions can be converted to mixed numbers and vice versa. • I know that improper fractions and mixed numbers are greater than one whole one. • I can add and subtract mixed numbers with the same denominator. • I know that an improper fraction needs to be converted to a mixed number before adding or subtracting. |
| | Symmetry | <ul style="list-style-type: none"> • I can complete a symmetrical pattern. • I know that symmetry means the same on both sides. • I can reflect polygons in a line of symmetry. • I know that reflected polygons can be dissected by a line of symmetry. |
| | Time | <ul style="list-style-type: none"> • I can read, write and convert time between analogue and digital 12 and 24 clocks. • I know that analogue clock numbers represent 5 minute intervals. • I can solve problems converting from hours to minutes; minutes to seconds; years to months; weeks to days. • I know that there are 60 minutes in an hour; 60 seconds in a minute; 12 months in a year and 7 days in a week. |

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| | Division | <ul style="list-style-type: none"> I can interpret a division story where there is a remainder and represent it as an equation. I know how to represent a remainder from a division equation. I can use my knowledge of division equations to solve problems. I know how to interpret and answer a division calculation to solve a problem. |
| Science | Sound | <ul style="list-style-type: none"> I can investigate vibrations that cause sounds. I know how sound is made and how we hear sound. |
| | Micro organisms | <ul style="list-style-type: none"> I know what microorganisms need to survive. I can identify places in a rainforest that microorganisms would live well in. |

| Subject | Focus |
|--------------------------|---|
| Art & Design | <ul style="list-style-type: none"> Nature-inspired art by Henri Rousseau. Sketching, blending and pastels. |
| Computing | <ul style="list-style-type: none"> Term 1 - To recognise the role of HTML in a web page and alter the HTML to change text and images. Term 2 - To understand that problems can be solved more easily using computational thinking. To understand what different code blocks do and create a simple game. Online Safety (Term 1) - To explain that technology can be designed to act like or impersonate living things. Online Safety (Term 2) - To explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology. |
| Design Technology | <ul style="list-style-type: none"> Cooking and nutrition - adapting a recipe. Biscuit making |
| Geography | <ul style="list-style-type: none"> Locating and comparing modern and ancient Greece |
| History | <ul style="list-style-type: none"> The Ancient Greeks - Who were they and how did they live? |
| Modern Foreign Languages | <ul style="list-style-type: none"> Term 1 - To name and describe clothes in French. Term 2 - To name and order food in French. |
| Music | <ul style="list-style-type: none"> Term 1 - Samba and carnival sounds and instruments Term 2 - Body and tuned percussion (the rainforest) |
| Physical Education | <ul style="list-style-type: none"> Term 1 - Indoor: Real PE: Unit 3 - Balance and ball skills Outdoor: Real PE: Unit 6 - Agility and Balance Term 2 - Indoor: Cricket Outdoor: Netball |
| Religious Education | <ul style="list-style-type: none"> Term 1 - What do we already know about the Bible? Term 2 - How does the Bible help Christians? |

Events, Visits and Visitors

- Rock pooling - dates tbc
- Greek day 28/06/2024
- Visit to Discovery museum 23/05/2024 linked with Science.
- Multiplication Tables Check (MTC) will take place between Monday June 3rd to Friday June 14th.

| Year Group Key Information | |
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| End of school | 3.25pm |
| PE Day(s) | 4VB - Tuesday and Friday 4FH -Wednesday and Friday 4AM - Thursday and Friday |
| Homework Out | Reading Books - Thursday |
| Homework In | Reading books to be returned weekly |
| Spelling Test Day | Friday |

Thank you for your continued support. It is extremely appreciated!
Please keep up to date via the school website and Facebook pages whilst ensuring we have your most up to date mobile numbers and email addresses.

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