



Information for Parents
Year 4 Curriculum Overview
 What my child is learning during
 Summer Term, in Year 4



I am in **Year 4** and my teacher is **Miss Healey**.

Through Religious Education I am considering:
To the Ends of the Earth and Dialogue and Encounter.

Please see the half-termly Religious Education newsletter for more information and suggestions for how to support your child in their RE learning.
 I will:

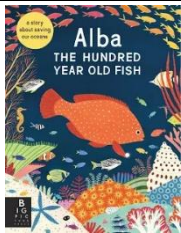
Make links between Peter's three denials of Jesus and Jesus' three requests of Peter (Jn 21:15-17).
 Explain the term 'apostle' and explain why the Church is 'apostolic'.
 Encounter the words of the Apostles' Creed and know that it summarises the central beliefs of Christians.
 Find connections between Jesus' words to Peter as the rock (Matt 16:18), John's account of Peter, and the role of the Pope as Peter's successor.
 Explain how the one, holy, Catholic, and apostolic Church is structured.
 Describe some ways in which the Church today (locally or globally) continues the work of Jesus.
 Describe what is meant by the 'communion of Saints'.
 Saying why they like either an artistic representation of Mary or a prayer or hymn, giving reasons for their answer. Listen to the responses of others.

Describe some facts about the life of St. Paul and explain why he is an important figure for Christians.
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 Make links between Cor. 13:1-7, 13 and the theological virtues.
 Describe some ways Christians in their local area work together for the benefit of the whole community (or common good).
 Recount some facts about a different liturgical rite within the Catholic Church.
 Recognise some reasons why different liturgical traditions arose in different parts of the world.
 Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today.
 Describe what Ramadan is and what Muslim people do during Ramadan

The topics I am focusing on this term are:
History – Ancient Rome and Roman Britain
 Enquiry Question: What did the Romans do for me?
Geography – Tectonic Plates, Volcanoes and Earthquakes
 Enquiry Question: Earthquakes: How do they change the World?

English Pathways:

In English we will read *Alba the Hundred Year Old Fish* by Lara Hawthorne.



We will be working on the following skills:

- Recognise the grammatical difference between plural and possessive 's'
- Indicate possession by using the possessive apostrophe with plural nouns
- Organise paragraphs around a theme
- Build a varied and rich vocabulary
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Reading Pathways:

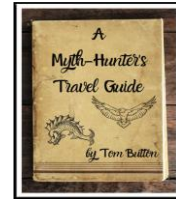
In our Summer 1 reading lessons we will read *Fantastically Great Women Who Saved the Planet* by Kate Pankhurst.



We will be working on the following skills:

- Identify main ideas drawn from more than one paragraph and summarise
- Identify how language, structure and presentation contribute to meaning
- Identify themes and conventions in a wide range of books
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<p>In English we will read <i>Blue John</i> by Berlie Doherty. We will be working on the following skills:</p> <ul style="list-style-type: none"> • Build a rich and varied vocabulary and an increasing range of sentence structures • Use a variety of verb forms correctly and consistently including the progressive and the present perfect forms • Use paragraphs to organise information and ideas around a theme 	<p>In our Summer 2 reading lessons we will read <i>A Myth-hunter's Travel Guide</i> by The Literacy Company. We will be working on the following skills:</p> <ul style="list-style-type: none"> • Use dictionaries to check the meaning of words that they have read • Retrieve and record information from non-fiction • Ask questions to improve understanding • Retrieve and record information from non-fiction
<p>Pathways to Spell: In our spelling lessons we will be learning:</p> <ul style="list-style-type: none"> • The suffix -ous • Words ending with the /g/ sound spelt -gue and /k/ sound spelt -que • The /ɪ/ sound spelt y elsewhere than at the end of words • Words with /eɪ/ sound spelt ei, eigh or ey • Adding -ing and -ed to a root word ending in -y, words ending in e and words of one syllable ending in vowel consonant (year 2*) including those with more than one syllable and the suffix • Apostrophes to mark plural possession • Homophones and near-homophones • Words with the /s/ sound spelt sc 	<p>In Science, I am working on:</p> <ul style="list-style-type: none"> • Habitats (Biology) • Digestive System (Biology) • Food Chains (Biology)
<p>In Maths, I am working on:</p> <p>Decimals – making a whole with tenths and hundredths, partition decimals, compare and order decimals, round to the nearest whole number, halves and quarters as decimals.</p> <p>Money – write money using decimals, convert between pounds and pence, compare and estimate, calculate and solve problems.</p> <p>Time – years, months, weeks, days, hours, minutes, seconds, convert between analogue and digital, convert to and from the 24-hour clock.</p> <p>Shape – understanding angles as turns, identifying, comparing and ordering angles, triangles, quadrilaterals and polygons, lines of symmetry.</p> <p>Position and Direction – describe positions with coordinates, plot coordinates, draw 2-D shapes on a grid, translate and describe translation on a grid.</p>	
<p>In PE, I am working on:</p> <p>Athletics - Striking and Fielding (rounders and cricket) Competitive Practice</p>	<p>In Art, I am learning: Printing - Patterns</p> <p>In DT, I am learning: Food and Nutrition – Vegetarian Roman Soup</p>
<p>Relationships and Sex Education: I will learn: Created to Live in Community</p> <p>Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, further exploration of careers and money lead to understanding that true happiness comes from knowing God's love and finding our identity and worth in Him.</p> <p>In My Happy Mind, I will explore the modules: Relate Engage</p>	<p>In Computing, I will learn: Creating Media Programming</p> <p>In Music, I will learn:</p> <p>To focus on refining listening and appraising skills by analysing different musical styles and instruments, developing fluency and accuracy in playing instruments and singing, and enhancing creative abilities through improvisation and composition using standard musical notation and terminology. Exploring the music of The Beatles.</p>



In MFL, I will learn to:

develop my core language skills (listening, speaking, reading, writing) through the units: On the move, exploring fairytales

Here are some links to useful websites and resources which will support your child with their learning:

General

www.stwinfrides.cheshire.sch.uk

www.dioceseofshrewsbury.org

English

www.spellingshed.com

Science

<https://www.bbc.co.uk/bitesize/subjects/z2pfb9q/year/zmyxyyc>

RSE

<https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/>

<https://www.tentenresources.co.uk/login/>

Maths

[Maths - Topmarks Search](#)

<http://www.trockstars.co.uk/>

<https://whiteroseeducation.com/parent-pupil-resources/maths/free-downloads>

<https://urbrainy.com/mtc>

<https://www.bbc.co.uk/bitesize/articles/z97rdnb#zwt8239>

<https://infinity.whiteroseeducation.com/Home>