



Ridgeway Primary School Year 4 Curriculum Forecast Spring 2022

Sunshine Islands





English

Speaking and Listening:

Collaborative discussions will occur on a variety of cross-curricular contexts giving opportunities to explain and express opinions. Role play and freeze-frame challenges will provide stimuli for writing. Drama games and improvisations will be used to develop confidence in speaking in front of an audience. Children will also have regular opportunities to deliver presentations to their peers (which may often include what they have discovered in their Pre-Thinking Home Learning).



Reading: (Planned from the National Curriculum)

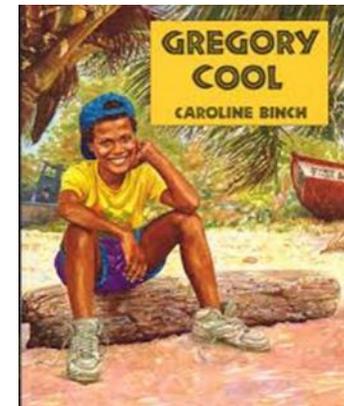
Reading Workshop challenges will include group reading context-related texts to increase fluency, and comprehension; listening to audio books; quiet reading; browsing non-fiction context books; sharing play scripts and spelling-related games. The children will learn to effectively use contents and index pages to retrieve information. They will also read a variety of poetry linked to the sea.

Reading VIPERS: we will be teaching five key reading skills (beginning this term and continuing to reference throughout the year). Please see picture.

The first key text we will be using is 'Gregory Cool'.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

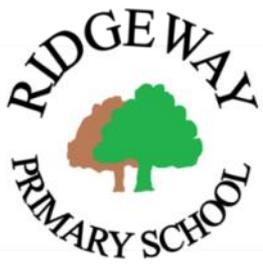




Spelling, handwriting and vocabulary:

Weekly Word Workshop sessions will focus on spelling patterns and word meaning (morphology). Spellings will be taken from the statutory year 3 / 4 spelling list, common letter strings, words with irregular spelling patterns and words linked to our context. In addition, some children will focus on several individual spellings taken directly from their own writing. There will be a weekly spelling test.

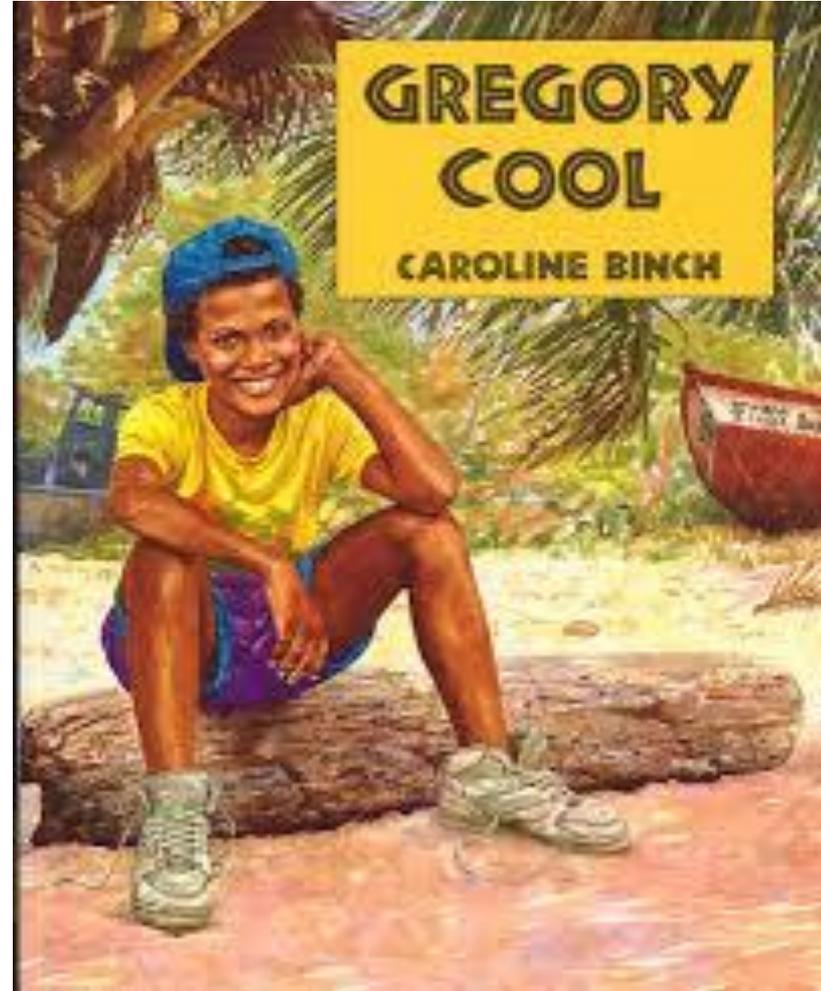
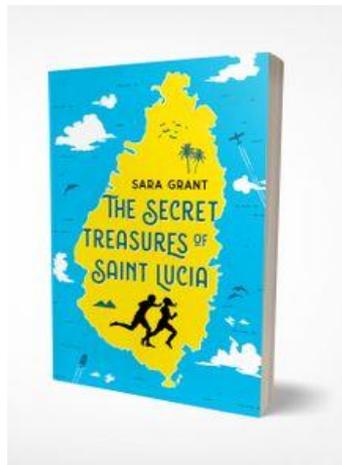
Grammar and punctuation will be explored through Grammar Workshop sessions focusing on, for example, word classes or conjunctions. Handwriting sessions will focus on letter formation – the expectation is that all children will be consistently using joined handwriting.



Writing

Children will write for a variety of narrative and information purposes including:

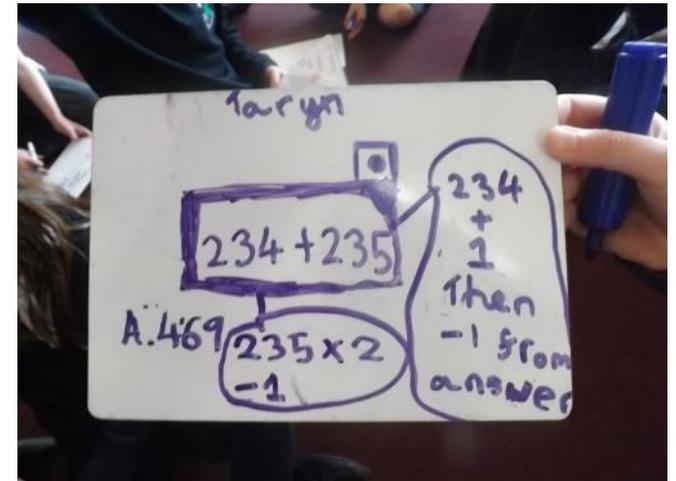
- Letters, diary entries and writing a 'blurb' based on the context-related text 'Gregory Cool'
- Collaborative poetry based on the sounds of a city
- Information booklets, posters and presentations.

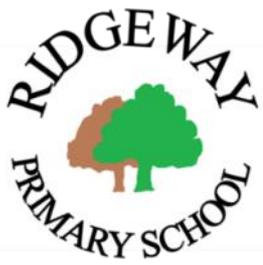




Mathematics

- Regular focus on mental calculation strategies and rapid recall of mental Maths facts, including times tables facts to prepare for national end-of-year test (to be confirmed).
- Differentiated Number learning including: addition, subtraction, multiplication, division, symmetry and time.
- Children will also solve real-life problems related to these areas.
- Mathematical investigations to support learning in all areas of Maths and to develop and extend mathematical thinking.



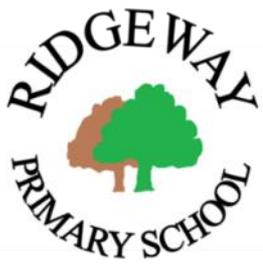


Science



Earth and Space: children will use discussion and research to begin to describe the movement of the Earth and other planets, relative to the Sun; describe the movement of the Moon relative to the Earth; describe the Sun, Earth and Moon as approximately spherical bodies; use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

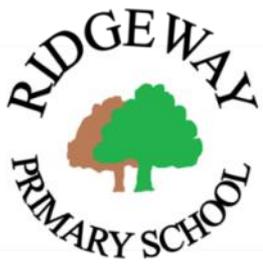
Weather and Seasons: children will learn about how the Earth's position in space impacts on the weather and seasons. This will link back to our learning in context one about climate change.



Computing and Digital Literacy

- Data loggers (logits) will be used to measure record temperature and sound data.
 - Using software to present results of scientific enquiries in graph form and as part of statistics learning in Maths.
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- Designing, writing and debugging programs using Scratch software.
 - Children will access context-linked websites via Fronter regularly e.g. Met Office Kids.
 - Learning to use Prezi to create an informative, animated, on-screen presentation.





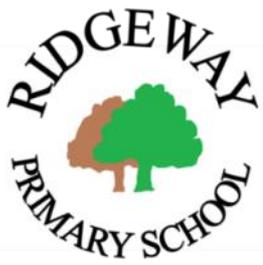
Geography

- Children will develop their geographical knowledge and understanding through a context which contrasts our island locality with that of islands in the Caribbean.
- They will learn about the interaction between the people of the Caribbean and their environment (compared to the UK) and the effect of geographical location on landscapes and humans.



History

We will explore the history and significance of slavery and investigate the cultural backgrounds of Caribbean populations.



Art & Design

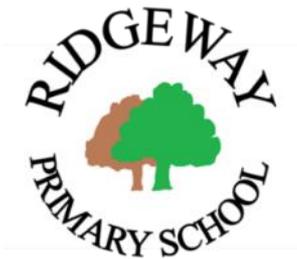
- The children will learn about the Cuban artist Diago.
- They will develop their painting skills, particularly colour mixing, and creating the illusion of movement when recreating hurricanes using mixed media.



Design and Technology

- The children will design and make a headdress ready to wear for Caribbean Day.
- Children will use their learning about sound to design and create musical instruments.





P.E.

Games: football, volleyball, netball

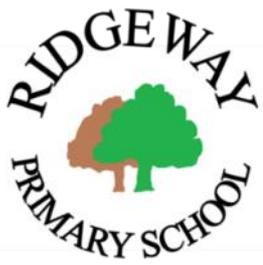
Gymnastics: Sequences involving balance, counter-balances and use of apparatus.

Dance: Linked to Caribbean/carnival themes.



R.E.

We will explore the traditions and beliefs of Sikhism through a range of artefacts and resources.



Music

Children will listen to, appraise, compose and perform music inspired by the weather and by Caribbean and carnival culture.

They will be taught about calypso music and their learning will include singing, composition and instrumental performance.





French

Children will learn how to describe different weather conditions in French. They will be able to ask what the weather is today and give a reply in French.

They will then learn how to describe different objects in the classroom.

They will participate in a variety of activities to increase their confidence in pronouncing, reading and writing French vocabulary including songs, games and stories . They will also begin to use simple phrases in conversation.





Well-Being

Children will learn about feelings and emotions, how to express feelings and how they impact on behaviour. They will discuss how feelings change over time, how everyday things can affect feelings and how to access advice and support to help manage their own or others' feelings.

They will then learn about living in the wider world - careers, aspirations, role models and to be able to think about the future. They will consider what jobs they might like to do and about the skills, attributes, qualifications and training needed for different jobs.





Visits & Special Events

(subject to change)

- Steel Pan workshop

- Caribbean Day

The children will dress in bright clothes and wear carnival head-dresses that they have designed and made. They will play their musical instruments made as part of their sound learning in Science/Design and Technology.

