

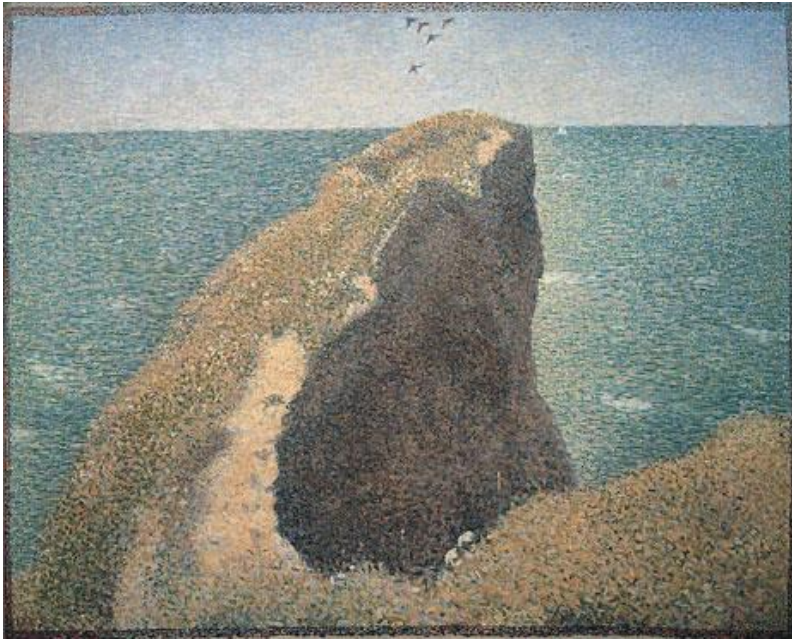


Ridgeway Primary School

Year 4 Curriculum Forecast

Autumn

Water, Water, Everywhere





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)

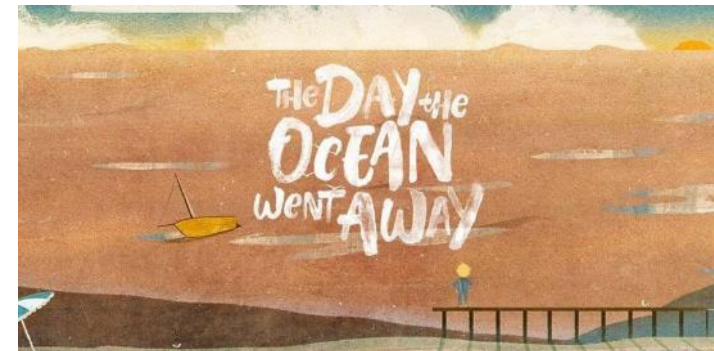
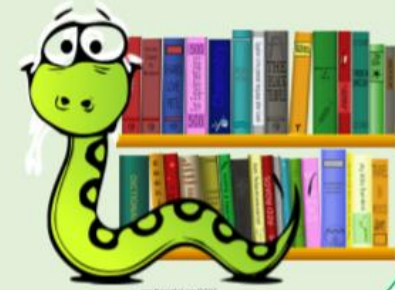
English Workshop challenges will include group reading context-related texts to increase fluency and comprehension; listening to audio books; reading for pleasure; browsing non-fiction context books; sharing play scripts and spelling-related games. The children will learn to effectively use Contents 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 this term to support reading skills will be 'The Day the Ocean Went Away'.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

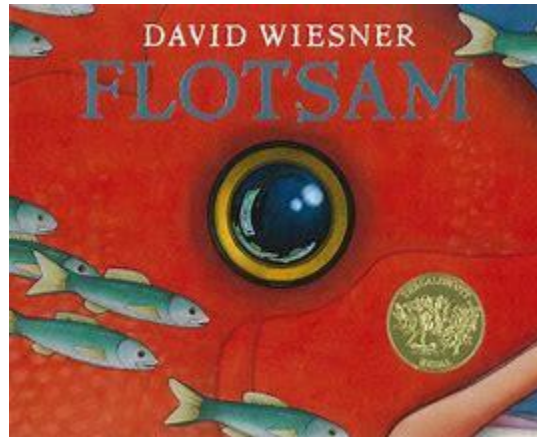




Spelling, handwriting and vocabulary:

Daily English Workshop sessions may focus on spelling patterns and word meaning (morphology). Spellings will be taken from the statutory year 3 / 4 spelling list, words with spelling patterns and irregular spelling patterns and words linked to our context. In addition, some children will focus on several individual spellings. There will be a weekly dictation which incorporates the weekly spelling learnt.

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



Writing

Children will respond to a range of stimuli for writing including images, video clips, drama and a range of texts: the first text to stimulate writing this term will be 'Flotsam'. Writing will be planned and edited in a variety of ways. Vocabulary will be developed through the use of thesauri and dictionaries, as well as through regular discussions where language can be shared and enjoyed.

Fiction Writing

Descriptions, letters, diaries and poetry.

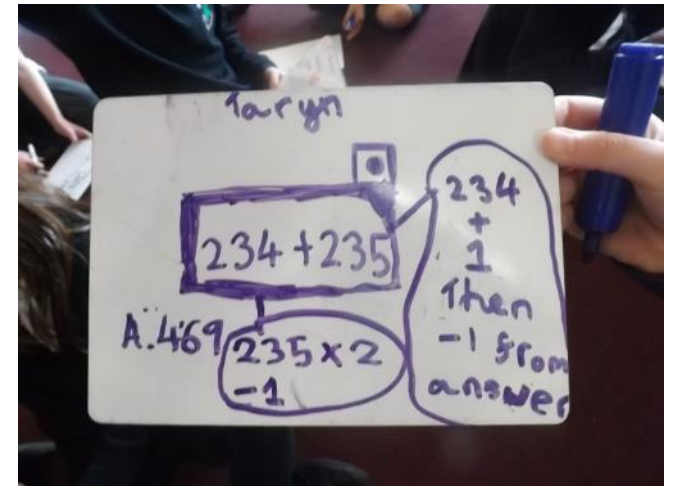
Non-Fiction Writing

Factual reports linked to the sea, oceans and sea creatures, including a letter to the sea and a non-fiction report about the impact humans are having on our oceans.



Mathematics

- Regular focus on mental calculation strategies and rapid recall of mental Maths facts, including times tables facts to prepare for the national end-of-year test.
- Differentiated Number learning including: place value, addition, subtraction, multiplication, division, perimeter and area.
- 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

Science topics will include the Water Cycle; solids, liquids and gases and learning how to separate materials. The children will be encouraged to develop their scientific thinking skills including interpreting and understanding the results of their investigations, as well as carrying out 'fair tests'.





Computing and Digital Literacy

Publisher will be used to create factual posters and presentations combining pictures and text, including captions and titles. Internet research will include identifying relevant images and information and copying and pasting from the Internet into Publisher. As part of the curriculum focus on coding and programming, we will also explore 'unplugged' programming and 'Scratch'. We will also be discussing internet safety, which will be regularly revisited throughout the year.

Art & Design / Design & Technology

Art / Design and Technology will include reflecting on the work of artists who have represented the sea (e.g. Seurat) and the use of recycled materials to create multi-media images.



Geography



Children will use atlases, globes and maps to locate major oceans, seas and continents of the world. The routes of Viking explorers will be identified and there will be the opportunity to compare Viking and modern day world maps. We will study pollution and other processes that have an impact on the environment and will explore the availability and use of water around the world. These issues are central to 'Flotsam' and 'The Day the Ocean Went Away', our writing and reading focuses this term.

History

We will study Anglo Saxons and Vikings, looking at their way of life, how and why they came to Britain and exploring how one impacted the other.





P.E.

Games: Volleyball, Football, Netball.

Gymnastics:

Exploring jumps, leaps and transitions. Creating a sequence of balances set to music as part of a pair/small group.

Daily Mile



Science behind The Daily Mile

In March, the Universities of Stirling, Edinburgh and Highlands & Islands found that 15 minutes of self-paced exercise, such as The Daily Mile, is beneficial for pupils' cognition and wellbeing.

[Read more](#)



Music

Children will learn how music has been composed to depict water, using photographs as stimulus. They will use body percussion to recreate the sounds of rain in a rainforest.

As part of their learning about the Vikings, children will make their own Viking-inspired music. They will learn about the musical instruments known to have been used by the Vikings and will sing a variety of Viking songs.



French

Children will begin by consolidating a range of vocabulary needed to introduce themselves and others.

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 in the context of Family and Vikings.





Well-Being

Children will begin by learning about health and well-being. They will learn about self-esteem and self-worth, goal setting and how to manage set backs. Through discussion, role play and the use of specific texts such as *The Dot*, the children will be able to identify positive things about themselves and their achievements. They will begin to understand how their personal attributes, strengths, skills and interests contribute to their self-esteem.

They will also learn about relationships - how to show respect for themselves and others. They will learn about the rights children have and that everyone should feel included, respected and not discriminated against.

