

**Cleves School Curriculum Map**  
**Year 4 – Summer Term**  
**‘Invaders and Settlers’**

**Maths**

**Decimals**

- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- Compare numbers with the same number of decimal places up to two decimal places
- Divide a one- or two-digit numbers by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Recognise and write decimal equivalents of any number of tenths or hundredths and  $\frac{1}{4}$ ;  $\frac{1}{2}$ ;  $\frac{3}{4}$
- Rounds decimals with one decimal place to the nearest whole number

**Time**

- Read, write and convert time between analogue and digital 12- and 24-hour clocks
- Convert from larger to smaller units of time
- Read time from analogue and digital 12- and 24-hour clocks
- Write time from analogue and digital 12- and 24-hour clocks
- Continue to solve problems relating to the duration of events

**Measurement - Money**

- Solve calculation problems involving two-step addition and subtraction in context, deciding which operations to use and why
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- Check answers to addition and subtraction calculations by estimating and using inverse operations
- Understand the inverse relationship between addition and subtraction
- Mentally add and subtract pairs of three-digit and four-digit numbers
- Use addition and subtraction facts to 100 and derive related facts up to 1000
- Solve problems involving two-step addition and subtraction in context, deciding which methods to use and why
- Record money using decimal notation
- Convert from larger to smaller units of metric measure
- Estimate and compare different measures, including money
- Calculate with money in pounds and pence
- Solve simple measure and money problems involving fractions and decimals to two decimal places
- Estimate and compare different measures, including money

**Geometry - Properties of Shapes**

- Complete a simple symmetric figure with respect to a specific line of symmetry, and measure angles using a protractor
- Identify lines of symmetry in 2-D shapes presented in different orientations, including where the line of symmetry does not dissect the original shape
- Continue to recognise 3-D shapes, using the correct language
- Compare and classify geometric shapes, including different types of quadrilaterals and triangles, based on their properties and sizes
- Use the vocabulary of the different types of triangle and quadrilateral
- Continue to make and classify 3-D shapes, including by the 2-D shapes that form their surface

**Statistics**

- Interpret discrete and continuous data using appropriate graphical methods, including time graphs
- Present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
- Begin to solve problems involving information presented in tables

**Position and Direction**

- Describe positions on a 2-D grid as coordinates in the first quadrant
- Plot specified points and draw sides to complete a given polygon
- Describe movement between positions as translations of a given unit to the left/right and up/down

**Literacy****Poetry**

The children will explore poetic form and write their riddles and kennings

**Narrative**

The children will write a narrative based on their studies of Anglo Saxons and Vikings.

**Persuasive Writing**

The children will study the use of persuasive language in different contexts before writing an advert for an Alex Rider spy gadget.

**Narrative**

The children will be learning about the ancient story of Beowulf and reinventing the story with their own personal twist.

**Computing**

The main Computing units of study are set out below, but there will be many other skills that are developed as a result of increased ICT use.

Computing is not just a stand alone subject; it permeates across the whole curriculum.

- Internet safety and digital etiquette - How to recognise and send appropriate emails and to recognise unacceptable and acceptable behaviour when communicating with others online,
- Introducing CAD (Computer Aided Design) and 3D modelling.
- Understanding how a 3D printer works and using it to create models.
- Software developing - using Scratch to programme and write more complex algorithms.

**Punctuation and Grammar (PaG)**

We will teach the year 4 PaG objectives during weekly sessions. These will link to the literacy genre which we are studying and will then reinforce/extend the children's learning. All sessions are suitably differentiated.

**Guided Reading**

The children will participate in daily guided reading sessions where they share a book in their differentiated groups, which they read as a group to the class teacher and independently.

**Whole Class Reading**

The children will be reading and analysing chapters from the book 'Kensuke's Kingdom', by Michael Morpurgo before moving on to looking at independent chapters from a variety of books.

<p style="text-align: center;"><b><u>PSHE</u></b></p> <p><b>Sex and Relationship Education:</b></p> <ul style="list-style-type: none"> <li>• Changes – examining the physical and emotional changes that occur during puberty.</li> <li>• 'Growing up' – looking at how all things grow and change, reinforcing understanding that everyone is special.</li> </ul> <p><b>Moving on and new beginnings:</b></p> <ul style="list-style-type: none"> <li>• Physical health and mental well being</li> <li>• Keeping safe</li> </ul> <p style="text-align: center;"><b><u>RE</u></b></p> <p><b>Christianity &amp; Communion</b></p> <ul style="list-style-type: none"> <li>• Communion as a sacrament to 'remember'</li> <li>• Passover and new covenant (and Easter)</li> <li>• Communion and symbolism across the world</li> </ul> <p><b>What is the 'Golden Rule' and why do so many people live by it?</b></p> <ul style="list-style-type: none"> <li>• We share a common need to be treated well in order to live together peacefully.</li> <li>• The 'golden rule' is shared across religions and beliefs and how this impacts on ways of living.</li> </ul>	<p style="text-align: center;"><b><u>History</u></b></p> <p style="text-align: center;"><b>Invaders and Settlers</b></p> <p>Study of the Celts, Roman, Anglo-Saxon and Viking invasion and settlement of Britain including;</p> <ul style="list-style-type: none"> <li>• Understanding why, when and where they came from.</li> <li>• The role of Boudicca in resisting Roman rule.</li> <li>• The Roman's legacy on Britain</li> <li>• Place names as evidence of patterns of settlement.</li> <li>• The Anglo Saxon kingdoms</li> <li>• The role of Alfred the Great in preventing Viking invasions.</li> <li>• Anglo Saxon and Viking gods and their influence on modern life</li> <li>• The significance of King Aethelstan</li> <li>• The Kings of England from King Alfred to William the Conqueror.</li> </ul>	<p style="text-align: center;"><b><u>Science</u></b></p> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Healthy Living</b></p> <ul style="list-style-type: none"> <li>• Identify and explore the different food groups</li> <li>• Understand the difference between natural and refined sugar</li> <li>• Recognise how much sugar is in our foods</li> </ul>
<p style="text-align: center;"><b><u>Art (Summer 1)</u></b></p> <p>We will be creating our own unique textile artworks using various weaving techniques.</p> <ul style="list-style-type: none"> <li>• Use weaving and stitching to create different textural effects</li> <li>• Study, evaluate and discuss the techniques of historic and modern day</li> </ul>	<p style="text-align: center;"><b><u>PE and Games</u></b></p> <p style="text-align: center;"><b>Games</b></p> <ul style="list-style-type: none"> <li>• Invasion games (striking and fielding) - Cricket, tennis and rounders</li> </ul> <p style="text-align: center;"><b>PE</b></p> <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Outdoor athletics</li> </ul>	<p style="text-align: center;"><b><u>Design Technology (Summer 2)</u></b></p> <p>We will be linking our D.T. work to Roman food and cooking.</p> <ul style="list-style-type: none"> <li>• Health and Safety in the kitchen when preparing and cooking.</li> <li>• Comparing Roman food to different food that we eat today.</li> <li>• Researching and tasting different types of</li> </ul>

textile artists		bread. <ul style="list-style-type: none"><li>• Designing our own bread recipe.</li><li>• Cooking our own bread recipe.</li></ul>
<p><b><u>Music</u></b></p> <ul style="list-style-type: none"><li>• Exploring beats, rhythms and different pitches</li><li>• Learning how to play the ukulele</li><li>• Understanding the basics of music notation</li><li>• Building and appraising performances</li></ul>	<p><b><u>French</u></b></p> <ul style="list-style-type: none"><li>• Shopping for snacks</li><li>• Party activities</li><li>• Buying ice creams</li><li>• French-speaking countries</li><li>• Clothing and colours</li></ul>	
<p><b><u>Summer Term dates for your diary</u></b></p> <p>Hooke Court - 29th April - 2nd May Half Term - 26th May - 31st May INSET - 2nd June Sports Day - 25th June Outdoor Learning Days - 4M,4R,4E - 9th July // 4FA,4W,4L - 11th July End of term - 22nd July</p>		