

The Ryde School
Curriculum Information
Summer Term 2023
Year 4

Curriculum Area	Topics Covered
<p style="text-align: center;">Art</p>	<p>Collage To understand what a collage is and explore the use of paper. To investigate the work of Henri Rousseau To experiment with creating tone, colour and texture. To investigate the landscapes within 'The Iron Man.' To plan the final piece. To create my final piece.</p>
<p style="text-align: center;">Religious Education</p>	<p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Divali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam</p> <p>This unit enables pupils to begin to understand how celebration reminds believers of key beliefs and gives time to focus on beliefs and commitments and celebrating as a believing community. The focus is on the key elements of festival-shared values, story, belief and hopes and commitments.</p>
<p style="text-align: center;">Design and technology</p>	<p>Electrical circuits – Quiz board To generate ideas, considering the purposes for which they are designing. To explore, develop and communicate aspects of their design by modelling their ideas in a variety of ways. To consider reliability when developing proposals. To understand how electrical circuits can be used to achieve functioning results. To investigate how to control their alarm using a control box/program. To produce a labelled drawing to communicate their ideas to others. To evaluate their products carrying out appropriate tests - Review design intentions and suggest ways of improving it.</p>
<p style="text-align: center;">Geography</p>	<p>How do things move within a city? To understand how people within London move around. To understand the transport in Amsterdam. To compare Melbourne and London's transport.</p> <p>How do things move within a country? To investigate how people, move around England. To investigate Japan's Bullet trains.</p> <p>How do things move from one country to another? How have these process changed over time? To explore airports in England. To explore South Hampton port. To explore the Eurostar.</p>
<p style="text-align: center;">History</p>	<p>Romans/Ancient Egyptians/Anglo-Saxons</p> <ol style="list-style-type: none"> 1. How they came and maintained their power in the countries they conquered? 2. How did they rule in other counties and how did they change the societies they conquered? 3. What are the achievements of these civilisations? <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Place events, artefacts and historical figures on a timeline using dates. • Use appropriate historical vocabulary. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of History. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Place events, artefacts and historical figures on a timeline using dates Use appropriate historical vocabulary.</p>

Information technology	<p>Podcasts. To identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. We will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files.</p> <p>Programming A – Repetition in shapes This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language</p>
Modern Foreign Languages	<p>French Quelle est la date aujourd'hui? Quel temps fait-il? Les Romains</p>
Physical Education	<p>Gymnastics To understand how different body parts are capable of transferring and receiving body weight. To move into and from equipment using a range of skills with control and accuracy. To create sequences showing contrasts in shape, speed and level. To move and construct their own apparatus and transfer work safely from the floor.</p>
Science	<p>Animals including humans – Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Living things and their habitats -_To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by using keys to identify invertebrates found in the local environment To recognise that environment can change and that this can sometimes pose dangers to living things.</p> <p>Electricity – To Recognise some common conductors and insulators, and associate metals with being good conductors. Setting up simple practical enquiries, comparative and fair tests. Using results to draw simple conclusions</p> <p>Sound –. To recognise that sounds, get fainter as the distance from the sound source increases.</p> <p>Materials - Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degree Celsius. To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>

Enrichment Activities

- Edge outdoor activities
- Wider ops - Music

How you can help your child:

Encourage your children to read daily and talk to them about what they have read.
Home reading journals.

Practise times tables up to 12 x 12 so that they are fluent. Practise maths in real life contexts (e.g. money, weights and measures and telling the time)

Practise mathematical word problems.

Encourage opportunities for telling the times and solving problems including time.

Encourage opportunities for writing.