



# Curriculum Overview- Crime and Punishment

Year 4 Willow  
Summer Term 1 - 2017

## English



### READING

We will be:

- Continuing to develop our ability to ask questions to improve our understanding of a text
- Further developing our ability to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Further developing our ability to retrieve and record information from non-fiction
- Predicting what might happen from details stated and implied
- Working hard to achieve our Summer 1 Enchanted Forest reading target

### FICTION WRITING

We will be:

- Reading poems and listening to them being performed
- Exploring different ways of performing poems using rhythm, beat and tone of voice
- Writing a performance poem
- Performing a poem in small groups and as a class

### NON-FICTION WRITING

We will be:

- Creating a leaflet called "A Brief History of our school"
- Drafting and writing, organising paragraphs around a theme
- Discussing writing similar to that which we are planning to write
- Writing for the school website

### SPELLING AND PHONICS

We will be:

- Continuing to revise our phonic skills and learning spelling patterns from the Letters and Sounds programme.
- Learning spellings from the Year 3 and 4 spelling list

### SPEAKING AND LISTENING

We will be:

- Participating actively in conversations
- Listening and responding appropriately
- Participating in discussions, presentations, performances, role play, improvisations and debates
- Gaining the interest of the reader/listener

## TOPIC: History Geography, Art and D&T, MFL



### Topic Unit: Crime and Punishment

In **HISTORY** we'll be finding out:

- About some of the terms used in crime and punishment
- How the legal system worked in Anglo-Saxon Britain
- How to compare the modern British justice system with that of the Anglo-Saxons
- About different punishment methods that were popular during the Tudor period
- How to compare modern methods of crime prevention and detection with what existed in the past

In **ART** we will be:

- Creating E-fit art – using cut up pictures of our own faces to re-create new faces with our eyes and parts of other children's faces
- Finish the picture – children given part of a picture which they add to using their imagination

In **DESIGN AND TECHNOLOGY** we will be:

- Designing, making and evaluating police uniforms

In **MFL (French)** we will be:

- Learning about the names of colours and parts of the body

## Science



In **SCIENCE (Eating and Digestion)** we will be:

- Identifying and classifying carnivores, herbivores and omnivores
- Able to construct and interpret a variety of food chains
- Investigating how the digestive system works
- Able to describe the functions of the basic parts of the digestive system

## Maths



### NUMBER and CALCULATION

We will be learning and reinforcing skills linked to:

- Recalling multiplication and division facts for multiplication tables up to 12 x 12
- Multiply and divide by 10 and 100

*We will place a big focus on problem solving and applying four number operations to real life problems.*

### MEASURE and GEOMETRY

We will be:

- Measuring and calculating the perimeter of a rectilinear figure in centimetres and metres
- Converting between different units of measure e.g. km to m
- Reading scales to the nearest 100g
- Finding the area of rectilinear shapes by counting squares
- Calculating and comparing the area of rectangles
- Measuring and calculating the perimeter of rectilinear shapes in centimetres and metres

### SHAPE

We will be:

- Describing positions on a 2D grid as coordinates in the first quadrant
- Describing movements between positions as translations of a given unit to the left/right and up/down
- Plotting specified points and draw sides to complete a given polygon
- Identifying acute and obtuse angles, comparing and ordering angles up to two right angles by size

### STATISTICS

We will be:

- Drawing and interpreting bar charts where 1 division represents 100 units



## Physical Education



In P.E. we will:

- Take part in outdoor and adventurous activity challenges both individually and as part of a team
- Play competitive games, including Tag Rugby, applying basic principles.
- Develop flexibility and control through varying sports and gymnastic activities.
- Use running, jumping, throwing and catching in isolation and in combination
- Compare performance to achieve personal best.

## Music



In Music we will be:

- Performing on keyboards, melodica and drums in a group music exam
- Recognising rhythmic patterns
- Exploring and choosing different musical movements to describe different people
- Identify repeated patterns used in a variety of music

## Computing



In **COMPUTING** we will be:

- Making children aware of e-safety elements
- Creating a comic strip layout using photos in desktop publisher
- Editing and enhancing photos and text for presentation
- Arranging and layering objects, including titles and backgrounds

## Life Skills and R.E.



In **LIFE skills and R.E.** we will be looking at:

- Buddhist Festivals
- British Values and how they impact on life in our community.
- Keeping ourselves and others safe.
- Different religious practices and ways of life.

## Themed Days

### Entry to Topic:

Anglo-Saxon Vs Modern British Justice Systems

Drama role play and class debate: Study the different case studies and decide which punishment is the most fitting.

### Exit to Topic:

Victorian Prisons: Hard Labour Activities

Children mimic the hard labour tasks experienced by Victorian prisoners, such as picking rope, completing bench steps and repetitively moving objects.

## Upcoming Events

- Reading target for Summer 1: To be able to read on sight about half the words, or all the words, from the Y3/4 Spelling list.

**April 24<sup>th</sup>** – Year 4 Residential

**May 1<sup>st</sup>** – Bank Holiday May Day

**May 22<sup>nd</sup>** – National Stranger Danger Day