

Term 1 Curriculum Overview

Year 4

	Mathematics	Reading	Writing	Concept
Week 1 <i>Jan 31</i>	First 15 Days of Mathematics <i>Lesson Structures, Problem Solving, Warm Ups, Number Talks</i>	First 15 Days of Reading <i>Class Library, Choosing a Just Right Book, Independent Reading, Comprehension Strategies, Word Morphology, Fluency</i>	First 15 Days of Writing <i>Lesson Structure, Writers' Notebook, Writing Traits Exploration</i>	<p>Rules and laws are important. Government decisions are made democratically.</p> <p><i>I can distinguish between rules and laws and discuss why rules and laws are important.</i></p> <p><i>I can identify how and why decisions are made democratically in communities.</i></p> <p><i>I can explain the roles of local government and some familiar services provided at the local level.</i></p>
Week 2 <i>Feb 5</i>				
Week 3 <i>Feb 12</i>				
Week 4 <i>Feb 19</i>	Whole Number Place Value Multiplication Facts	Comprehension Structure and Purpose Fluency	Ideas	
Week 5 <i>Feb 26</i>	Whole Number Place Value Multiplication Facts	Comprehension Structure and Purpose Fluency	Ideas Organisation Presentation Conventions: Spelling	
Week 6 <i>Mar 4</i>	Whole Number Place Value Number Sequences Multiplication Facts	Comprehension Structure and Purpose Fluency	Ideas Organisation Presentation Conventions: Spelling	
Week 7 <i>Mar 11</i>	Number Sequences Multiplication Facts	Comprehension Structure and Purpose Fluency	Ideas Organisation Presentation Conventions: Spelling	
Week 8 <i>Mar 18</i>	Number Sequences Chance and Probability Multiplication Facts	Comprehension Structure and Purpose Fluency	Ideas Organisation Presentation Conventions: Spelling	
Week 9 <i>Mar 25</i>	Chance and Probability Multiplication Facts	Comprehension Structure and Purpose Fluency	Ideas Organisation Presentation Conventions: Spelling	

Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.

Where learning cycles are outlined to be completed is where post-testing is likely to occur. Teaching teams also engage with formative assessment throughout learning cycles with students.

Term 1 Curriculum Overview: Mathematics

Year 4

	Essential Learning	Learning Targets
Week 4 - 6	Whole Number Place Value Students can recognise, represent and order numbers to 100 000 and use their knowledge of place value to be able to assist calculations and solve problems.	<ul style="list-style-type: none">→ I can read and represent numbers up to 100 000→ I can partition numbers to 100 000 into their place value parts→ I can use my place value knowledge to compare and order numbers to 100 000→ I can regroup/rename numbers to 100 000
Week 4 - 9	Multiplication Facts Students recall multiplication facts to 10 x 10 and related division facts.	<ul style="list-style-type: none">→ I can recall multiplication facts up to 10 x 10→ I can use multiplication facts to recall related division facts
Week 6 - 8	Number Sequences Students can continue and create numbers sequences resulting from performing addition and subtraction and explore number patterns involving multiplication.	<ul style="list-style-type: none">→ I can investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9→ I can continue and create number sequences by adding or subtracting numbers up to 10, and describe the resulting pattern→ I can investigate and describe number patterns involving multiplication
Week 8 - 9	Chance and Probability Students can identify dependent and independent events and order events according to their chance of occurring.	<ul style="list-style-type: none">→ I understand that the likelihood of any event must lie between impossible (no chance) and certain.→ I can order familiar events from 'least likely' to 'most likely', justifying my choices→ I can explain the difference between independent and dependent events→ I can identify whether an everyday event, game or experiment is independent or dependent

Term 1 Curriculum Overview: Reading

Year 4

	Essential Learning	Learning Targets
Week 4 - 9	Comprehension I can use comprehension strategies to build literal and implied meaning and: <ul style="list-style-type: none">- Expand content knowledge- Integrate and link ideas- Analyse and evaluate texts.	<ul style="list-style-type: none">→ Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing→ Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts→ Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts
Week 4 - 9	Structure and Purpose I can understand that texts have different structures depending on the purpose and context.	<ul style="list-style-type: none">→ Identify and explain the author's purpose using evidence from the text (including online texts).→ Identify and explain the structure of a text using evidence from the text (including online texts).
Week 4 - 9	Fluency I can read a levelled text with fluency in a way that reflects understanding and meaning.	<ul style="list-style-type: none">→ Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing.

Term 1 Curriculum Overview: Writing

Year 4

	Essential Learning	Learning Targets
Week 4 - 9	<p style="text-align: center;">Ideas</p> <p>The piece's content – its central message and details that support that message.</p>	<ul style="list-style-type: none"> → I can draw inspiration from my own experiences and imagination when creating my ideas. → I can write for a widening range of audiences and shape my ideas to suit. → I can consistently write across a broader range of subjects/learning area purposes when writing to persuade → I can consistently write across a broader range of subjects/learning area purposes when writing imaginatively/to entertain. → I can consistently write across a broader range of subjects/learning area purposes when writing to inform. → I can write for a widening range of audiences and shape my ideas to suit.
Week 4 - 9	<p style="text-align: center;">Presentation</p> <p>The physical appearance of the piece.</p>	<ul style="list-style-type: none"> → I can use a range of digital applications to compose, edit and publish texts, identifying most appropriate applications independently. → I am beginning to show control and consideration over how I select, and where I place visual, audio and print elements. → I use joined letters that are accurately formed and of consistent size with increased fluency and automaticity.
Week 4 - 9	<p style="text-align: center;">Spelling</p> <p>Students make use of their increasing knowledge of phonics. Students demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.</p>	<ul style="list-style-type: none"> → I can reread and edit my writing for spelling accuracy. → I can spell less common homophones using meaning and context to identify the correct spelling (site, sight, to, two, too). → I can use and apply a range of spelling strategies and knowledge when writing words, including spelling patterns and generalisations as well as morphemic knowledge. → I can use my knowledge of prefixes and suffixes to spell less common words (triangle, disagree). → I can spell a range of words with less common letter groupings (mountain) or that do not include common phonic patterns.
Week 5 - 9	<p style="text-align: center;">Organisation</p> <p>The internal structure of the piece – the thread of logic, the pattern of meaning.</p>	<ul style="list-style-type: none"> → I consistently use cohesive devices appropriate to the type of text or task; ie: to link ideas within a text, link arguments, or signpost sections of a text. → I consistently use well-structured paragraphs with topic sentences, to support my reader. → I consistently include structural features that are appropriate to the type of text or task. → I can organise information, arguments or events into a sequence with a natural conclusion. → I can re-read and edit my writing to improve the way in which its organisation and structure supports my reader.