

Year 4 Curriculum Overview Autumn Term

ENGLISH

Text work:

- Stories with historical settings. Investigating how characters and settings are developed in historical texts
- Poetry with a focus on figurative language
-

Non-fiction:

- To identify the features of a newspaper report and to write own
- Texts with a focus on facts and opinions

Literature:

- Class book
- Developing vocabulary and reading with understanding

Grammar:

- Revision of verbs, revision of sentence punctuation
- Punctuation of poetry, proof reading for sentence punctuation

Spelling:

- Suffixes, common homophones, double consonants
- Regular verb endings, irregular verb tense

Grammar:

- Apostrophes, apostrophes for possession, adverbs
- Punctuation of poetry, proof reading for sentence punctuation
- Suffixes, regular verb endings, irregular verb tense.

MATHS:

- Numbers to 10000.
- Number names and ordinal numbers.
- Addition and Subtraction to 100. Mental strategies.
- Measurement: Area
- Multiplication and Division of Money.
- The sequence to 10000.
- Table facts: Multiplication by 10 and 100.
- Fractions: Halves, quarters, tenths, thirds and fifths.
- Data Handling: Extracting information, tally charts and bars charts.
- Addition and subtraction to 1000 – written methods.
- Measurement: Weight.
- Reading and writing times.
- 2-D shape: Properties and Patterns.
- Multiplication beyond tables: Mental strategies and division by 6, 7, 8, and 9.
- Decimals: Language and Notation.
- Carroll and Venn Diagrams.
- Numbers up to 10000 – Estimating and Rounding.
- 2-D shape: Line symmetry, movement and angle.
- Numbers to 10000 – Properties.
- Multiplication and Division – Linking and remainders.
- Fractions: Sixths, Eighths.
- Time: Durations and Pictograms.

SCIENCE

Habitats

- Safety in the laboratory
- Discussing aspects that make a habitat
- Using tree diagrams and keys to classify animals and plants
- Exploring various animal and plant life in different habitats
- Pond life
- Identifying mini beasts and insects
- Simple food chains and food webs
- Impact of natural and human-led changes on the environment
- London Wetland Centre trip

Friction

- Friction between surfaces
- Increasing & reducing friction
- Gravity on the Earth & moon
- Air resistance
- Upthrust
- Floating & sinking
- Streamlining / aerodynamics
- Measuring forces
- Direction of forces
- Drawing graphs
- Balanced forces and mechanics
- Engineering – design and construct a timed marble run

HISTORY

The Tudors:

- Life in Tudor times - Tudor food, homes, entertainment.
- Henry VII
- Crime and punishment.
- Education in Tudor times
- The Tudor Monarchs and the Wives of Henry VIII.
- Elizabeth I
- Religious divide.
- Spanish Armada.

GEOGRAPHY

- Maps and mapping.
- Study of a range of maps, make comparisons and study their purposes.
- Compass directions.
- Scale.
- World Maps – locating and naming continents in size order and oceans.
- Using 'World Map' computer software.
- World maps, features and symbols.
- Focus study on the continent of Oceania including location, countries, capital cities and flags.
- Investigating New Zealand using compass skills.
- Climate in Australia

FRENCH

- 'There are' + names of 4 seasons and a descriptive phrase about each, including connective 'and'.
- 'My favourite season is...'
- Names of family members with possessive 'my' in the appropriate form.
- 'His/Her name is...'
- 'He/She is... years old' with numbers up to 100.
- Christmas.

RE

- The boyhood of Jesus.
- John the Baptist.
- The Baptism of Jesus.
- The Temptations.
- John the Baptist in prison.
- Stories of Jesus and his Teaching.
- A Miracle at Cana.
- Jesus begins to preach.
- The First Disciples.
- A miracle in a house.
- The Birth of Jesus.

PE

- In the Invasion Games unit, the children will learn how to keep control of a ball, pass and receive accurately and create and use space well. Increased creativity is encouraged so that children begin to make decisions about their movements.
- They will apply these in basic games and remember simple rules by which to complete tasks.
- They learn simple attacking and defending tactics and use them in game situations.
- They will start to think about how to outwit their opponents and get into good positions for scoring goals.

In dance the children will learn:

- To improvise freely with a partner and in a group, translating ideas from a stimulus into movement.
- Create and link dance phrases using a simple dance structure or motif.
- Perform dances with an awareness of rhythmic and expressive qualities, with a partner and in a group.
- To practise more complex dance phrases that communicate character and narrative.

GAMES

- To improve the accuracy of footwork and passing and shooting, and link these skills when playing football, hockey or netball.
- The children set an example of good sportsmanship and how to contribute to a team performance to Year 3.
- They have more opportunities to take part in Inter House or competitive fixtures.

MUSIC

- Revision of Y3 work.
- Learn Bass clef notation.
- Start study piece Carnival of the Animals.
- Instruments of the Orchestra.
- Elements of Music.
- Carol Concert Songs.

DRAMA

- Good speech is reinforced through the use of speech rhymes and poetry and preparation for our Harvest Festival involves every child in a public performance.
- The main focus is preparation for our end of term performance. Poems and literature are used to involve all members of the year group.
- There is opportunity for both solo and group involvement. Children are encouraged to develop their performances with costume and props.
- Visiting Christmas theatre group presentation.

ART & DESIGN TECHNOLOGY

- Artist of the Term- Holbein
- Common drawing task- Self-portrait

The Tudors

- Painting a portrait of a noble person, of the Tudor period, in costume. Looking at the pattern and the texture of cloth
- Drawing a Tudor ship
- Still life study

Seasonal work

- Card
- Calendar

PSHE

Rules (Fundamental British Values)

- To identify the need for rules and the Rule of Law.
- Understanding 'The Reddiford Way'.
- Know the consequences of our actions.

Safety on the internet.

- Rules to follow for safe practice, at school and home.
- Discussing why passwords should not be shared
- Discussing why images of themselves should not be shared
- Discussing the ICT contract.

Fire safety

- Escape route out of their home
- Firework safety-When observing or being near fireworks.
- Stop drop roll

Mental health and wellbeing-

- Self-esteem
- Exploring feelings and being aware of other's feelings.
- Know how to relax if we feel upset, angry or have a headache.
- Reflection and meditation
- Strategies for relaxation
- Keeping calm if stressed
- Healthy choices- food, sleep, hygiene,

- Developing a sense of belonging. Discuss our school and how we feel that we belong here.
- Having a say- suggestion box, school council.

Relationships

- Understanding others and their feelings.
- Knowing that we are all special.
- Respecting others and treating them equally.
- Mutual Respect and Tolerance.
- Promoting wellbeing. How do they feel different times of the day.

Personal safety (Wellbeing)

- To be aware of your environment and how to deal with potentially dangerous situations.
- To have confidence when out on their own.
- Visit to Hazard Alley to take part in personal safety scenarios e.g. road safety, hazards in a house, near water, train line, petrol station, building site.
- How to make an emergency call.
- Knowing personal details.

First aid

- Minor injuries
- Communication and casualty care- assessing the situation.

REASONING

To learn and practise skills and techniques relating to the following objectives -

- To identify and continue sequences.
- To make compound words.
- To change one words into another in stages.
- To substitute numbers for letters.
- To find hidden four-letter words spanning two words in a sentence.
- To organise information in grids.
- To find three-letter words which complete words in a sentence.
- To solve number calculations.
- To identify sequences and continue them.
- To solve codes related to shapes.
- To identify shapes which have been rotated, reflected and layered.
- To find hidden and connecting shapes.
- To think critically.
- To co-operate and communicate effectively.
- To solve riddles and puzzles.

ICT

- Code of Conduct. Internet Safety, including:
 - Following rules and principals to stay safe.*
 - Recognising risks and harmful inappropriate content.*
 - Focussing on physical and mental wellbeing including class discussion.*
 - Gaming addiction, chat rooms, cyber bullying*
 - Time spent online effect on mental health.*
 - Smart Rules*
 - All about me, family contact, friendships, beliefs, diet.*
 - Privacy and self-confidence.*
 - To realise internet can sometimes be a negative experience with harassment and bullying.*
 - To report any worries or concerns to a responsible adult, teacher or parent.*
- Navigation of a PC utilising the network correctly. Algorithms. Saving procedure.
- Internet Safety/Dangers of the Internet – discussion and research.
- Server navigation.
- Front cover design.
- Writing for different audiences.
- Negative to Positive writing.
- Working with 'Publisher' to manipulate auto shapes to create the design.
- TEST on putting a sequence of rules and outcome in order with use of a table.
- To utilise Publisher to insert text boxes and to manipulate a range of shapes.
- Bath project: To utilise shapes to replicate bath and to reorder text and copy into bath.
- To able to manipulate and rotate shapes to achieve this. Also to colour shapes accurately.
- For all children to become familiar with more advanced editing techniques.
- To be able to manipulate and overlay shapes.