



Year 4
Parent Curriculum Information
Autumn Term 2023

English

Autumn 1	Autumn 2
<p>Class Novel: The Firework Maker’s Daughter (Philip Pullman)</p> <p>Performance Poem: There’s a Dog in the Playground – Please Mrs Butler (Alan Ahlberg)</p>	<p>Class Novel: The Boy at the Back of the Class (Onjali Q. Rauf)</p> <p>Poetry Form: Onomatopoeia and alliteration</p>
<p>Text: The True Story of the Three Little Pigs</p> <p>Main Outcomes: Write an alternative version of the story</p> <p>Text: Tools and Treasures of Ancient Rome</p> <p>Main Outcomes: Non-chronological text</p> <p>Text: Escape from Pompeii (Christina Balit)</p> <p>Main Outcomes: Playscripts / Character description</p>	<p>Text: Azzi in Between (Sarah Garland)</p> <p>Main Outcomes: Recount letter back home</p> <p>Text: Everything Volcanoes and Earthquakes (Kathy Furgang) / Earth Shattering Events (Sophie Williams)</p> <p>Main Outcomes: Explanation texts on volcanoes</p> <p>Text: The Magic Box (Kit Wright)</p> <p>Main Outcomes: Write own Magic Box poem</p>

Children will learn key objectives from the Year 4 national curriculum through these units of work. They will develop skills in reading comprehension, writing, vocabulary, grammar, punctuation and handwriting. In addition, children will have daily Sounds Write sessions to help them to apply their phonic knowledge to spelling.

Mathematics

<p>Number: Place Value</p> <ul style="list-style-type: none"> • Represent numbers to 1,000 • Partition numbers to 1,000 • Number line to 1,000 • Thousands • Represent numbers to 10,000 • Partition numbers to 10,000 • Flexible partitioning of numbers to 10,000 • Find 1, 10, 100, 1,000 more or less • Number line to 10,000 • Estimate on a number line to 10,000 • Compare numbers to 10,000 • Order numbers to 10,000 • Roman numerals • Round to the nearest 10 • Round to the nearest 100 • Round to the nearest 1,000 • Round to the nearest 10, 100 or 1,000 	<p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> • Add and subtract 1s, 10s, 100s and 1,000s • Add up to two 4-digit numbers - no exchange • Add two 4-digit numbers - one exchange • Add two 4-digit numbers - more than one exchange • Subtract two 4-digit numbers - no exchange • Subtract two 4-digit numbers - one exchange • Subtract two 4-digit numbers - more than one exchange • Efficient subtraction • Estimate answers • Checking strategies 	<p>Number: Multiplication and Division</p> <p>A</p> <ul style="list-style-type: none"> • Multiples of 3 • Multiply and divide by 6 • 6 times-table and division facts • Multiply and divide by 9 • 9 times-table and division facts • The 3, 6 and 9 times-tables • Multiply and divide by 7 • 7 times-table and division facts • 11 times-table and division facts • 12 times-table and division facts • Multiply by 1 and 0 • Divide a number by 1 and itself • Multiply three numbers
<p>Measurement: Area</p> <ul style="list-style-type: none"> • What is area? • Count squares • Make shapes • Compare areas 	<p>Geometry: Angles</p> <ul style="list-style-type: none"> • Understand angles as turns • Identify angles • Compare and order angles 	<p>Statistics</p> <ul style="list-style-type: none"> • Interpret charts • Comparison, sum and difference • Interpret line graphs • Draw line graphs

Science	
<p>States of Matter</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Electricity</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors.
Physical Education (PE)	
<p>Invasion Games (Football)</p> <ul style="list-style-type: none"> • Delay an opponent and help to prevent the other team from scoring • Dribble, pass, receive and shoot the ball with increasing control • Move to space to help my team to keep possession and score goals • Provide feedback using key terminology and understand what is needed to improve • Use simple tactics to help my team score or gain possession • Share ideas and work with others to manage the game • Understand the rules of the game and use them often and honestly 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Explain what happens to the body when exercising and how this helps to make them healthy • Plan and perform sequences with a partner that include a change of level and shape • Provide feedback using appropriate language relating to the lesson • Safely perform balances individually and with a partner • Watch, describe and suggest improvements to others' performances and my own • Understand how body tension can improve the control and quality of my movements
Aquatics	
<p>Across the year, work towards the following:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively (front crawl, backstroke and breaststroke) • Perform safe self-rescue in different water-based situations 	
Geography	History
<p>Earthquakes and Volcanoes</p> <ul style="list-style-type: none"> • Understand how tectonic plates move and how this can cause volcanoes, earthquakes and other natural disasters. • Describe where volcanoes are located and where earthquakes occur in relation to the northern and southern hemispheres, and the equator. • Explore why people live in tectonic plate boundaries and what the various benefits of this can be for people. <p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate North America's countries 	<p>The Roman Empire and its impact on Britain (The Roman Empire and its impact on Britain)</p> <ul style="list-style-type: none"> • Understand who the Romans were and how we know about them. • Describe what life was like in Roman Britain. • Identify how and why the Romans were able to invade.
Art	Design Technology
<p>Art and design skills</p> <ul style="list-style-type: none"> • Create an optical illusion print, replicating a plate in the famous Willow pattern • Carving sculptures out of soap • Drawing a collection of still life objects • Painting and mixing colours • Learning about the role of a curator 	<p>Structures</p> <p>Design and build a strong frame structure to make a pavilion</p> <ul style="list-style-type: none"> • Create a range of different shaped frame structures. • Design a structure. • Build a frame structure. • Add cladding to a frame structure.

Religious Education (RE)	
<p>Judaism: Beliefs and practices <i>How special is the relationship Jews have with God?</i></p> <ul style="list-style-type: none"> Investigate stories about God's relationship with people and suggest how for some people this helps them to make sense of life Explain that a promise can be an agreement or an affirmation and can give examples of these Describe some of the ways Jewish people express their special relationship with God 	<p>Christianity: Christmas <i>What is the most significant part of the nativity story for Christians today?</i></p> <ul style="list-style-type: none"> Explore the meaning of stories drawn from religious sources Explain the symbolism of a range of objects and say how it expresses the significant part of Christmas Story Ask questions about what Christmas means to Christians and compare this to my own views and beliefs
Computing	
<p>Collaborative Learning</p> <ul style="list-style-type: none"> Understand computer networks, including the internet; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>Online Safety: What happens when I search online?</p> <ul style="list-style-type: none"> Describe how to search for information on search engines, social media and image and video sites Make judgments about the accuracy of the information I am presented with 	<p>Programming: Further Coding with Scratch</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Use sequence, selection, and repetition in programs; work with variables and various forms of input and output <p>Online Safety: How do companies encourage us to buy online?</p> <ul style="list-style-type: none"> Describe some methods used by companies such as 'in-app purchases' and 'pop-ups' Recognise some of these when they appear Think about ways to avoid purchases
French	Music
<p>Describing things and people / Expressing likes and saying what I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion]</p> <p>Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months</p> <p>Grammar: revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer détester + definite article, revisit intonation questions (including with comment, quand)</p>	<p>Adapting and transposing motifs: Romans</p> <ul style="list-style-type: none"> Playing melody parts on tuned instruments with accuracy and control, with developing vocal technique Recognising the use and development of motifs in music Creating a motif-based composition and notating this using roman mosaic artwork <p>Samba – Carnival sounds and instruments: South America</p> <ul style="list-style-type: none"> Playing syncopated rhythms with accuracy, control and fluency Recognising the stylistic features of samba music Composing a rhythmic break Learning about the origin of samba music
PSHE+C	
<p>Being Me in My World</p> <ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions

