

Year 4 Autumn Term – The New Curriculum Overview 2018

SUBJECT	1 st Half Term	2 nd Half Term
English	<p><u>Poetry - Vocabulary Building</u> <u>Overheard on aSaltmarsh by Harold Monro</u> <u>A small dragon by Brian Patten</u></p> <ul style="list-style-type: none"> • note examples of descriptive language and explain the mood or atmosphere they create. • justify opinion of particular characters • include details expressed in ways that engage the reader • use single clause sentences and multi-clause sentences (using co-ordinating conjunctions) and multi-clause sentences (using subordinating conjunctions) • include character descriptions designed to provoke a particular feeling in the reader • evaluate the effectiveness of own and others' writing <p>Spoken Language Statements:</p> <ul style="list-style-type: none"> • explain or give reasons for their views or choices • ask and answer questions using modal verbs and adverbs to indicate degrees of possibility • when answering, refer back to and rephrase evidence from the context • read aloud and perform poems and play scripts showing understanding through intonation, tone, volume and action • make generally relevant comments which add to ideas or suggests alternatives <p><u>Fiction – Myth – Roman Myths</u> <u>Ancient Myths Collection by Geraldine McCaughrean</u></p> <ul style="list-style-type: none"> • read books that are structured in different ways and read for a range of purposes • use rich and varied vocabulary for effect on the reader • increase their familiarity with a wide range of books, 	<p><u>Non-Fiction: Information texts</u> Required texts: Various including: Super Science Human Body, Your Digestive System Description: We will study the structure & language features of non-chronological reports before planning, researching & finally composing their own piece of work about the human digestive system which they will be learning about in science. At the end of the plan the class explore persuasive language & different points of view, ending in a debate. Grammar focus: 1. Extend the range of sentences with more than one clause by using a wider range of conjunctions 2. Use conjunctions, adverbs and prepositions to express time and cause. 3. Use grammatical terminology</p> <p><u>Guided Reading</u> The children tackle different genres to suit their reading ability, including: stories with issues and dilemmas, modern fantasy, and historical texts. The children will also have a focused piece of work linked to their guided reading session the previous day. As well as this each group will also read a collection of poems and choose one to rehearse and perform as a group. They will also work through a Roman Britain Study Book and answer a range of questions linked to the area of study that week.</p> <p><u>Independent Reading</u> The children will be encouraged to widen their experience of different genres and complexity of texts, whilst increasing their reading stamina. They will keep a reading journal which they are expected to record in at least twice a week. A specific time for this will be set aside for all the children during guided reading.</p>

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	<p>including myths and legends</p> <ul style="list-style-type: none"> • make writing more vivid using figurative language including both simile and metaphor • spell words that are often misspelt • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • identify main ideas drawn from more than one paragraph and summarise these • use single clause sentences and multi-clause sentences (using coordinating conjunctions), and multi-clause sentences (using subordinating conjunctions) broadly accurately • use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • use inverted commas and other punctuation to indicate direct speech • plan writing by discussing and recording ideas • create settings, characters and plot in narrative • Participate, speaking audibly in a range of situations e.g. drama, formal presentations and debates • Use appropriate intonation when orally rehearsing a range of sentences structures (including dialogue) 	<p><u>Spellings</u> Introduction of rules from Y4 curriculum. Activities will include routine spelling tasks, games, homework and dictation activities that include a range of the spellings being covered.</p> <p>The children will receive a new set of spellings every two weeks.</p>
<p>Maths</p>	<p><u>Key Learning Objectives This Term</u></p> <ul style="list-style-type: none"> • Place Value – Order and Compare Numbers Beyond 1000 • Rounding, Estimation and Magnitude <ul style="list-style-type: none"> • Securing Addition and Subtraction Mental Fluency • Securing Formal Written Addition and Subtraction Fluency • Counting in Multiples of 6, 7, 9, 25 and 1000 • Multiplication and Division Facts (Times Tables) • Factor Pairs, Integer Scaling and Correspondence Problems • Problem Solving Including Measures to Apply Place Value, Mental Strategies and Arithmetic Laws • Multiply and Divide a One or Two-digit Number by 10 and 100 • Measure – Conversion of Units 	

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	<ul style="list-style-type: none"> • Measures – Compare, Estimate and Calculate • Discrete and Continuous Data (Time Graphs), Including Application of Scales and Division • Perimeter 	
<p>Science</p>	<p><u>Biology Strand – Animals, including humans.</u></p> <p>Starting in the first half of the term and then continuing into the second half of the term we will be covering a unit of work learning about and describing the simple functions of the basic parts of the digestive system in humans. During this unit the children will learn about how the human digestive system works, the parts of the body that make up our digestive system and what they are responsible for. We will look at teeth, the different types of teeth we have and how they are used and should be looked after. During this unit we will cover the diet and digestive system of different animals.</p> <p><u>Working scientifically</u></p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables, including oral and written explanations, displays or presentations of results and conclusions .</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p>	<p><u>Chemistry Strand – Changing State: Solids and Liquids</u></p> <p>At the start of this term we will start by looking at ‘Changing States’ The children will learn that some materials change state when heated or cooled and the temperature that this happens. We will also identify the part played by evaporation and condensation in the water cycle.</p> <p><u>Working scientifically</u></p> <p>Setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units,</p> <p>Using a range of equipment, including thermometers and data loggers</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering question</p>

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SUBJECT	2 nd Half Term	
PSHE	<p><u>New Beginnings</u> – The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to empathy, self-awareness, motivation and social skills. During the term the children will also reflect on our current school value and how we demonstrate this in our day to day life.</p>	<p><u>Getting on and Falling out</u> - The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to managing feelings, empathy and social skills.</p> <p><u>Say No to Bullying</u> (Anti-Bullying Week 12th-16th Nov) will allow a focus on empathy, self-awareness and social skills.</p>
RE	<p>This term, the children will continue to explore Christianity, as well as being introduced to Hinduism and Sikhism as additional principle religions. They will explore the way Hindus name and describe the attributes of God in the Trimurti, and explore deities, shrines, symbols and actions associated with Hindu worship. We will explore how the Diwali festival brings the community together and expresses commitment, comparing this to how Sikh communities celebrate the same festival</p>	<p>The children will then research and compare Christmas traditions around the world, considering why the same festival is celebrated differently within the global Christian family.</p>
History or Geography	<p><u>Roman Britain</u></p> <p>This term we will be looking at how people from other societies have been coming to settle in Britain for a long time. We will be particularly considering the effects of the invasion and settlement of the Romans in Britain. We will look at what life was like in Britain, and who lived here, before the Romans invaded and how life changed in this country after the Romans had settled. We will cover historical enquiry, how we can learn from the events of the past and the differing views and opinions others have of this period in time. This unit of work will continue through the second half term.</p> <p>The children will be given opportunities to work with material linked to Black History Month during this term.</p>	
Art or Design Technology	<p><u>Art - Viewpoints</u></p> <p>This term the children will explore how to convey the atmosphere and story of a dream. They will explore the work of surrealist artists such as Salvador Dali, Marc Chagall and Rene Magritte. We will also explore different viewpoints in the school environment as a setting for their dream. The children will produce their own sketches and paintings based on the theme of dreams and viewpoints.</p>	<p><u>Design – Christmas tea light holders</u></p> <p>During the second half of the term the children will make a tea light holder using clay. They will research different products and explore a range of ideas. They will choose and produce a final design and also evaluate their final product.</p>

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<p>Music</p>	<p>The children will complete a unit of work on ‘Exploring Sound Colours’ this term. They will listen to and contrast pieces of music, considering how music expresses moods and creates mental images.</p>	<p>They will plan and rehearse group compositions to describe different places, before putting these together in a whole class performance and evaluating the end result.</p>
<p>PE</p>	<p><u>Rising Stars</u> The children will be working with Rising Stars coaches to develop their basketball and football skills. They will use running, jumping, throwing and catching in isolation and in combination. They will also play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><u>Swimming</u> During this term the children will be attending Hitchin Swimming Centre every Friday afternoon for swimming lessons with qualified and experienced coaches. The children will be able to work towards achieving the National Curriculum Award as well as Personal Safety Level 5.</p>	
<p>Computing</p>	<p><u>Data Programming.</u></p> <p>We will be using the crystal logo programme to create a set of commands to move a screen turtle around the screen. The children will be given a series of challenges each week as well as being introduced to new commands that they can include in their routine. They will also be given the opportunity to create their own images and patterns using a broad range of commands and instructions.</p>	<p><u>Cross Curricular Learning – History and Science</u></p> <p>The children will continue to develop their skills in word processing (combining text and graphics) The children will undertake a range of research projects linked to topics we will be learning about in class e.g. Roman Britain, The Human Digestive system and produce informative worksheets linked to what they have learnt.</p>