

## Year 4 Autumn Term – The New Curriculum Overview 2017

SUBJECT	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
<b>English</b>	<p><b><u>Poetry - Creating images</u></b>  <b>Window</b> by Jeannie Baker and ‘<b>The Reader of this Poem</b>’ by Roger McGough                      We will explore how simile and metaphor can be used to create powerful images, though reading and discussing poems. Photographs, collage and studied poems will inspire children’s own image poetry.  <b>Grammar focus:</b> Use grammatical terminology specifically by using and recognising adjectives, nouns and adverbs: understand and use adverbials and fronted adverbials; and use and understand grammatical terminology.</p> <p><b><u>Fiction - Stories about imaginary worlds</u></b>  <b>Fantastic Mr Fox</b> by Roald Dahl (plus DVD)  <b>Alice’s Adventures in Wonderland</b> by Lewis Carrol  <b>The Green Ship</b> by Quentin Blake                      Using Fantastic Mr Fox, children familiarise themselves with features of narrative; finding examples from the book through role play and hot-seating. They will focus on direct speech, use the features and format they have seen to plan, and write their own fantastic stories.  <b>Grammar focus:</b> introduce the idea of tense in verbs; use pronouns for cohesion and to avoid repetition and ambiguity; and use dialogue punctuation. (continues during second half term)</p>	<p><b><u>Non-Fiction: Information texts</u></b>  <b>Super Science Human Body and Your Digestive System</b>                      We will study the structure &amp; language features of non-chronological reports before planning, researching &amp; 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 &amp; different points of view, ending in a debate.  <b>Grammar focus:</b> extend the range of sentences with more than one clause by using a wider range of conjunctions; use conjunctions, adverbs and prepositions to express time and cause; and use grammatical terminology</p>
	<p><b><u>Guided Reading</u></b>                      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><b><u>Independent Reading</u></b>                      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>	
<b>Maths</b>	<p><b>Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA)</b>                      Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers</p> <p><b>Number and place value (NPV); Mental addition and subtraction (MAS)</b>                      Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using &lt; and &gt; and place on a number line; add 2-digit</p>	

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	<p>numbers mentally; subtract 2-digit and 3-digit numbers</p> <p><b>Mental multiplication and division (MMD); Problem solving, reasoning and algebra (PRA); Written multiplication and division (WMD); Fractions, ratio and proportion (FRP)</b></p> <p>Learn <math>\times</math> and <math>\div</math> facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single-digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method); find fractions of amounts</p> <p><b>Measurement (MEA); Mental addition and subtraction (MAS); Decimals, percentages and their equivalence to fractions (DPE)</b></p> <p><b>Written addition and subtraction (WAS)</b></p> <p>Tell and write the time to the minute on analogue and digital clocks; calculate time intervals; measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation</p> <p><b>Mental multiplication and division (MMD); Problem solving, reasoning and algebra (PRA); Fractions, ratio and proportion.</b></p> <p>Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column)</p> <p><b>Decimals, percentages and their equivalence to fractions (DPE); Number and place value (NPV); Written addition and subtraction (WAS)</b></p> <p>Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form)</p> <p><b>Decimals, percentages and their equivalence to fractions (DPE); Measurement (MEA); Statistics (STA); Problem solving, reasoning and algebra (PRA)</b></p> <p>Convert multiples of 100 g into kilograms; convert multiples of 100 ml into litres; read scales to the nearest 100 ml; estimate capacities; draw bar charts, record and</p> <p><b>Number and place value (NPV); Written addition and subtraction (WAS); Mental addition and subtraction (MAS)</b></p> <p>Round 4-digit numbers to the nearest: 10, 100 and 1000; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use</p> <p><b>Mental multiplication and division (MMD); Written multiplication and division (WMD); Problem solving, reasoning and algebra (PRA)</b></p> <p>Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder</p> <p>These skills will be taught separately. However, the children will be given opportunities to make rich connections across mathematical ideas to develop <b>fluency, mathematical reasoning</b> and competence in <b>solving problems</b>. They will also apply their mathematical knowledge to science and other subjects.</p>	
<p><b>Science</b></p>	<p><b><u>Chemistry Strand – Changing State: Solids and Liquids</u></b></p> <p>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><b><u>Biology Strand – Animals, including humans.</u></b></p> <p>We will be 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>

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	<p><b><u>Working Scientifically</u></b>            Setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units; using a range of equipment, including thermometers and data loggers; and gathering, recording, classifying and presenting data in a variety of ways to help in answering question.</p>	<p><b><u>Working Scientifically</u></b>            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; identifying differences, similarities or changes related to simple scientific ideas and processes; and using straightforward scientific evidence to answer questions or to support their findings</p>
<b>SUBJECT</b>		<b>2<sup>nd</sup> Half Term</b>
<b>PSHE</b>	<p><b><u>New Beginnings</u></b> – 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><b><u>Getting on and Falling out</u></b> - 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.  <b><u>Say No to Bullying</u></b> (Anti-Bullying Week 13<sup>th</sup>-17th Nov) will allow a focus on empathy, self-awareness and social skills.</p>
<b>RE</b>	<p><b><u>Christianity, Hinduism and Sikhism</u></b>            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.            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>	
<b>History</b>	<p><b><u>Roman Britain</u></b>            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; look at what life was like in Britain and who lived here, before the Romans invaded. The children will study 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.             The children will be given opportunities to work with material linked to <b>Black History Month</b> in October.</p>	
<b>Art or Design Technology</b>	<p><b><u>Art - Viewpoints</u></b>            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><b><u>Design – Christmas tea light holders</u></b>            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>
<b>Music</b>	<p>The children will complete a unit of work on ‘<b>Exploring Sound Colours</b>’ 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>

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<p><b>PE</b></p>	<p><b><u>Rising Stars</u></b>            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><b><u>Swimming</u></b>            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><b>Computing</b></p>	<p><b><u>Data Programming.</u></b>            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><b><u>Cross Curricular Learning – History and Science</u></b>            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 and the human digestive system and produce informative worksheets linked to what they have learnt.</p>