

Year 4 Autumn Term – Curriculum Overview 2021

SUBJECT	1 st Half Term	2 nd Half Term
English	<p><u>Poetry - Vocabulary Building</u> <u>Overheard on a Saltmarsh 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 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, including myths and legends • 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 	<p><u>Non-Fiction: Non-Chronological Reports</u></p> <p>By reading <i>The Wolves in the Walls</i> (Dave McKean and Neil Gaiman), <i>Wolves</i> (Emily Gravett), and <i>Top Gun of the Sky</i> (Martin Bradley), children will investigate non-chronological reports. They will discover exciting facts about British wildlife, look at the key-features of this style of writing, and produce their own interesting reports in order to effectively share information.</p> <p><u>Independent Reading</u></p> <p>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> <p><u>Spellings</u></p> <p>Year 4 will follow the Herts Essential Spelling Scheme. Activities will include routine spelling tasks, games and dictation activities that include a range of the spellings being covered. We will start be reviewing different spellings of the stressed sound pronounced “er” then “air” We move onto the revision of common exception words from Y2. Then Y4 adding –ed and –ing.</p> <p><u>Guided Reading</u></p> <p>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 tackle a Non-Fiction short read each week. They will also have an essential spelling and quiet reading session and a history research session linked to our History unit of Roman Britain.</p>

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	<p>evidence</p> <ul style="list-style-type: none"> • 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 • 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>Maths</p>	<p><u>Key Learning Objectives This Term</u></p> <p><u>Block 1 – Number: Place Value</u></p> <ul style="list-style-type: none"> • Represent numbers to 1000 (recap) • 100's, 10's and 1's (recap), Number line to 1000 (recap) • Round to the nearest 10 and 100 • Count in 1000's • 1000's, 100's, 10's and 1's and portioning • Number line to 10,000 • Find 1, 10, 100 more or less (recap) • Compare and order numbers, round to the nearest 1000 • Count in 25's • Negative numbers • Roman Numerals to 100 <p><u>Block 2 – Number: Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Add and subtract 1's, 10's, 100's and 1000's • Add two 3-digit numbers-not crossing 10 or 100 (recap) • Add two 4-digit numbers – no exchange • Add two 3-digit numbers-crossing 10 or 100 • Add two 4-digit numbers (one exchange, more than one exchange) • Subtract a 3-digit numbers- no exchange (recap) • Subtract two 4-digit numbers – one exchange • Efficient Subtraction, estimate answers, checking strategies. 	<p><u>Block 3 – Measurement: Length and perimeter</u></p> <ul style="list-style-type: none"> • Equivalent lengths – m and cm (recap) • Equivalent lengths – mm and cm • Kilometres • Add and subtract lengths (recap) • Measure perimeter (recap) • Perimeter on a grid and of a rectangle • Perimeter of rectilinear shapes <p><u>Block 4 – Number: Multiplication and Division</u></p> <ul style="list-style-type: none"> • Multiply by 10 and 100 • Divide by 10 and 100 • Multiply by 1 and 0 • Divide by 1 and itself • Multiply and divide by 3 (recap) • The 3-times table (recap) • Multiply and divide by 6 • 6 times table and division facts • Multiply and divide by 9 • 9 times table and division facts • Multiply and divide by 7 • 7 times table and division facts

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Science	<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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PSHE	<p><u>Families and Friendships</u> This unit will cover areas such as the features of positive healthy friendships which include mutual respect and trust. We will look at strategies to build positive friendships and how to communicate respectfully with friends. We will also cover how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know.</p> <p><u>Safer Relationships</u> This unit will look at how to differentiate between playful teasing, hurtful behaviour and bullying, including online. How to respond if they witness or experience hurtful behaviour or bullying, including online. To recognise the difference between 'playful dares' and dares that put someone under pressure, at risk, or make them feel uncomfortable. When it is right to keep or break a confidence or share a secret. How to recognise risks online and how people may behave differently online and to report concerns and seek help.</p> <p><u>Respecting ourselves and others</u> In this unit we will learn to recognise differences between people such as gender, race and faith. To recognise what we have in common with others for example: shared values, like and dislikes and aspirations. We will learn about the importance of respecting the differences and similarities between people. Finally, we will build a vocabulary to sensitively discuss difference and include everyone.</p>	
RE With Mrs Orton	<p><u>Hindu Worship and the Symbolism of Light (Diwali and Christmas)</u> This term, the children will continue to explore Christianity, as well as being introduced to Hinduism and Sikhism as additional principle religions. We will begin through exploring key symbols and artefacts and considering how these express meaning to followers. We will then learn about the way Hindus name and describe the attributes of God in the Trimurti, and explore deities, shrines, symbols and actions associated with Hindu worship. In the second half term, we will explore how the Diwali festival brings the community together and expresses commitment, and compare how Sikh and Hindu communities celebrate the same festival. We will then consider the symbolism of 'light' within the Christmas story, exploring in depth the powerful language used in the Gospel of John to describe the birth of Christ and creating our own artwork and verses to express our individual understandings of this.</p>	
History or Geography	<p><u>Roman Britain</u> 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>	
Art or Design Technology	<p><u>Art - Viewpoints</u> 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> 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 with Mrs Orton</p>	<p><u>Music Express Unit: Poetry – Performance</u> During the first half of the Autumn Term, the children will develop performances of contrasting poems. They will use their voices to speak expressively and rhythmically and discover ways to create ostinati and accompaniments to enhance their performances. The children will learn about music notation with reference to metre and accent and devise a rhythmic accompaniment based on repeated text fragments before performing a poem with rhythmic accuracy. They will also learn some basic beat-boxing techniques to support their rhythm!</p> <p><u>Music Express Unit: Environment – Composing</u> In the second half term, we will use the seasons and environment as stimuli for composing descriptive accompaniments and discover how the environment has inspired composers throughout history. The children will explore how different timbres can be descriptive and learn how to accompany a song with drone and ostinato on tuned percussion. We will then explore the descriptive music of two major composers before composing our own introduction for a song.</p>	
<p>PE With Mr Wiley</p>	<p><u>Cricket</u> The children will start the school year with receiving 6 weeks of highly qualified cricket coaching through ‘chance to shine’. They will refine their key skills required to play cricket. they will be developing and exploring the children’s skills of throwing and catching, fielding, bowling, batting and then linking all the skills into matches. Children will also explore different tactics in Cricket and apply them to game scenarios.</p> <p><u>Hockey</u> The children will then move on to the sport of hockey. Within this sport children will refine and explore the skills and techniques of dribbling, passing and receiving, creating space, movement, shooting, defending and attacking and then combine all the skills they have learnt through matches.</p> <p><u>Football</u> After half-term the children will begin win an invasion sport through football. The children will refine their dribbling, turning, passing, receiving and shooting skills, Develop passing and dribbling creating space and putting all their skills together in mini games and matches.</p> <p><u>Basketball</u> Lastly, the children will participate in an invasion sport and will develop and refine their hand eye co-ordination in basketball. Children will focus on the key skills of dribbling, passing and receiving, shooting, marking, creating space in attacking situations and then combine all the skills they have learnt through matches. Children at the end of every unit will compete in a inter-house competition where they can showcase all the skills and techniques they have learnt through matches and competition.</p>	
<p>Computing</p>	<p><u>Developing Communication</u> During this unit, the children will learn how, when used safely and respectfully, online communication tools such as email and blogs can support collaborative learning. They will begin to investigate the technology used in digital communication networks. In addition, using simple sound-editing software, they will learn how to record, organise and manipulate sound clips.</p> <p>Throughout computing lessons, the children will discuss essential Online-Safety rules and learn to use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour and identifying a range of ways to report concerns about content contact.</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>

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