

Year 4 Autumn Term – The New Curriculum Overview 2016

SUBJECT	1 st Half Term	2 nd Half Term
English	<p><u>Poetry - Creating images</u> Required texts: Window by Jeannie Baker Various poems including 'The Reader of this Poem' by Roger McGough Description: We will explore how simile and metaphor can be used to create powerful images, through reading and discussing poems. Photographs, collage and Window by Jeannie Baker inspire children's own image poetry.. Grammar focus: 1. Use grammatical terminology specifically by using and recognising adjectives, nouns and adverbs 2. Understand and use adverbials and fronted adverbials. 3. Use and understand grammatical terminology</p> <p><u>Fiction- Imaginative stories</u> <u>Required texts:</u> The Hole by Oyvind Torseter <u>Description:</u> Read the intriguing story The Hole, by Oyvind Torseter. Children ask and answer questions and use inference skills to speculate about what is happening. They generate powerful vocabulary and revise parts of speech. They then write their own version or a sequel based on the book. <u>Grammar focus:</u> 1. Use and understand the grammatical terminology in Eng Appendix 2 of the NC 2. Use the present perfect forms of verbs in contrast to the past tense 3. Use adjectives, powerful verbs and adverbs to add description 4. Use and punctuate direct speech</p>	<p><u>Non-Fiction: Information texts</u> Required texts: A range of texts linked to Roman Britain including Roman Invaders and Settlers. Description: We will study the structure & language features of non-chronological reports before planning, researching & finally composing their own historical report. 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.</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</p>

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Maths	<p>Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA) 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>Number and place value (NPV); Mental addition and subtraction (MAS) Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using < and > and place on a number line; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers</p> <p>Mental multiplication and division (MMD); Problem solving, reasoning and algebra (PRA); Written multiplication and division (WMD); Fractions, ratio and proportion (FRP) Learn \times and \div 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>Measurement (MEA); Mental addition and subtraction (MAS); Decimals, percentages and their equivalence to fractions (DPE) Written addition and subtraction (WAS) 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>Mental multiplication and division (MMD); Problem solving, reasoning and algebra (PRA); Fractions, ratio and proportion. 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>Decimals, percentages and their equivalence to fractions (DPE); Number and place value (NPV); Written addition and subtraction (WAS) 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>Decimals, percentages and their equivalence to fractions (DPE); Measurement (MEA); Statistics (STA); Problem solving, reasoning and algebra (PRA) 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>Number and place value (NPV); Written addition and subtraction (WAS); Mental addition and subtraction (MAS) 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>Mental multiplication and division (MMD); Written multiplication and division (WMD); Problem solving, reasoning and algebra (PRA) 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 fluency, mathematical reasoning and competence in solving problems. They will also apply their mathematical knowledge to science and other subjects.</p>
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<p>Science</p>	<p><u>Biology Strand – Animals, including humans.</u></p> <p>For the first 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>After half term we will move onto ‘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.</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. <u>Say No to Bullying</u> (Anti-Bullying Week 17th- 21st Nov) will allow a focus on empathy, self-awareness and social skills.</p>
RE	<p>This year we will be concentrating on joint themes within Christianity, Hinduism and Sikhism. We will be comparing the similarities and differences of the three religions, and will especially be focusing on belonging, beliefs and teachings. The children will learn about key Christian Sikh and Hindu beliefs and practises. They will also look at religious symbolism as expressed through literature and the arts.</p>	<p>The children will study different symbols and artefacts and how shared beliefs affect our behaviour. During the second half of the term the children will look at a range of artefacts that are used and kept at home. We will also look at the Christmas story from different perspectives.</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><u>Painting With Colour</u> The children’s work will include exploring sound colour – developing the ability to create, perform and analyse expressive composition using tuned and untuned percussion and extend their musical vocabulary. Ongoing skills – sing songs from memory with accuracy of pitch in a group or alone, with attention to articulating the words to communicate to the audience. Act as a leader of a group in a call and response song.</p>	<p><u>School Play - Ongoing Skills</u> The children will be encouraged to sing confidently in tune with the awareness of breathing, diction, dynamics, phrase and pitch control; identify where to place emphasis and accents in a song to create the intended effects; perform songs from memory with confidence and with an understanding of the meaning and impact of the words.</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 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> 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> 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>