Curriculum Overview for Year 4: Autumn Term

English

Writing

'The Explorer' by Katherine Rundell

Skills:
Discussing and recording ideas
Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and increasing a range of sentence structures.
In narratives, creating settings, characters and plot
In non-narrative material, using simple and organisational devices (headings & subheadings)
Organising paragraphs around a theme
Proofread spelling and punctuation errors.
Proposing changes to grammar and vocabulary to improve consistency
Assessing the effectiveness of their own and others' writing
Extending the range of sentences with more than one clause by using conjunctions
Using commas after fronted adverbials
Indicating possession with possessive apostrophes with singular and plural
Using punctuation for direct speech

Knowledge:
Information texts (Mini book on food).
Newspaper/Magazines (Based on Power of Reading book The Explorer).
Explanation texts (Dairy farm/chocolate factory/food miles).
Poetry (Exploring form).
Persuasive texts (Balanced diets/health/food miles).
Stories set In Imaginary worlds (The Rainforest).
Explanation (The layer of the rainforest).
Plays (Can link with any PoR book).

Reading

Small Things by Mel Tregonning
The Great Kapok Tree by Lynne Cherry
'Cats' and 'Extreme Weather' - Non-Fiction

Skills:
Read aloud and understand words based on knowledge of root words, prefixes & suffixes
Read further exception words, including those with unusual spelling or sounds
Check that a text makes sense, including explaining the meaning of words in context
Draw inferences about feelings, thoughts & motives
Predict future events from details stated in the text
Use dictionaries to check the meaning of words
Identify and summarise the main ideas drawn from more than one paragraph
Identify how language contributes to meaning
Use evidence to justify inferences
Use dictionaries to check the meaning of words
Discuss words/phrases which capture the reader's interest

Knowledge
Teaching should be directed towards developing their vocabulary
Reading books that are structured in different ways.
Develop an understanding and enjoyment of stories.
Listen and discuss a wide range of fiction

Religious Education

The Journey of Life and Death: *Hinduism & Judaism*

Subject Endpoints:
Skills
Find and describe different elements of a religious life
Make connections between different features of religions
Compare key events in the lives of believers
Develop an understanding of personal beliefs

Knowledge
Consider the concept of 'the journey of life'
Understand Jewish Bar Mitzvah
Understand the rituals of a Hindu Wedding
Understand Jewish and Hindu beliefs about life after death

Design & Technology

DT Textile Art (Bayeux Tapestry)

Subject Endpoints
Skills
Learn about great artists, architects and designers in history.
Evaluate and analyse art using subject specific vocabulary.
Experiment with creating straight stitches.
Plan a design inspired by the Bayeux Tapestry.
Use applique to attach fabric together.
Create a stitching plan.
Transfer a design to fabric.

Knowledge
How to use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
Evaluate- understand how key events and individuals in design and technology have helped shape the world.

Maths

Place Value

Knowledge
Be able to count in multiples of 25, 100 and 1000
Complete number sequences within 10,000
Know the place value of numbers up to 4 digits
Know how to compare numbers using vocabulary such as 'greater' and 'smaller'
Know how to complete number patters
Know how to round numbers to the nearest 10, 100 and 1000

Skills
Count in hundreds and twenty-fives
Count in thousands
Understand and use place value to count
Recognise the value of each digit in a 4-digit number
Compare and order numbers
Make number patterns with 4-digit numbers
Count in sixes, sevens and nines
Round numbers to the nearest 1000
Round numbers to estimate
Use knowledge to solve problems

Addition and Subtraction

Knowledge:
Addition where renaming is required
Subtraction where renaming is required
Problem solving and using bar models

Skills:
Find sums for two numbers
Add two numbers without renaming
Add two numbers with renaming in the ones column
Add two numbers with renaming in the hundreds, tens and ones columns
Add using mental strategies
Add two numbers using mental strategies
Find the difference between two numbers
Subtract without renaming
Subtract with renaming in the hundreds, tens and ones columns
Subtract with renaming in the thousands columns
Subtract using mental strategies
Solve word problems involving addition and subtraction
Solve two-step word problems involving addition and subtraction

Multiplication and Division

Knowledge:
How to multiply and divide by 6, 7, 9, 11 and 12
Begin to understand mathematical vocabulary such as 'quotient' in relation to division
How to calculate multiplication facts
Understand the difference between sharing and grouping
Understand commutative law
Solve problems with multiplication and division

Skills:
Multiply by 6
Multiply by 7
Multiply by 9
Multiply by 9 using relational understanding
Multiply by 11
Multiply by 12
Divide by 6
Divide by 7
Divide by 9
Multiply and divide by 11 & 12
Solve word problems involving multiplication and division
Solve multi-step word problems (in context of measures)

Multiplication and Division Problems

Knowledge
How to divide and multiply by 0 and 1
How to multiply 3 numbers together
Learn more about division using two methods, including numbers with remainders
Learn solve multiplication and division problems using bar models

Skills
Multiply by 0 and 1
Divide by 1
Understand commutativity
Multiply three numbers
Multiply with multiples of 10
Multiply 2-digit and 3-digit numbers with and without renaming
Divide 2-dgit and 3-digit numbers
Divide 2-digit and 3-digit numbers with remainders
Divide 3-digit numbers with renaming
Solve word problems involving multiplication and division

Geography

Subject Endpoints
Skills
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics and major cities.
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

World in Our Hands
Describe and understand key aspects of physical geography, including climate zones and biomes.

Knowledge
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
Describe and understand key aspects of physical geography, including: climate zones, biomes, human geography, including: types of settlement, land use and economic activity.
Describe key aspects of physical geography.
Identify Northern and Southern Hemispheres

Science

States of Matter
Skills (Working Scientifically)
Ask relevant questions and use different types of scientific enquiries to answer them.
Set up simple practical enquiries, comparative and fair tests.
Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
Using results to draw simple conclusions.
Knowledge
Explore and use classification keys to group, identify and name a variety of living things.
Construct and interpret a variety of food chains, identifying producers, predators and prey.
Recognise that environments can change and that this can sometimes pose dangers to living things.
Identify the part played by evaporation and condensation in the water cycle

Sound
Skills (Working Scientifically)
Identifying differences, similarities and changes related to simple scientific ideas and processes.
Gather, record, classify and present data in a variety of ways to help in answering questions.

Knowledge
Identify how sounds are made and recognise that vibrations from sound travel through a medium to the ear
Find patterns between pitch and volume of sound
Recognise why sound sources can become fainter

History

Settlers
Britain's settlement by Anglo-Saxons and Scots.

Subject Endpoints
Skills
Place key events, people and changes into correct periods of time
Recognise that the past Is represented and interpreted in different ways
Recall, select and organise information
Understand the social, cultural, religious and ethnic diversities in the past
Describe the links between events and situations
Identify and describe reasons for and against historical events, situations and changes.

Knowledge
Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
Scots invasion from Ireland and north Britain (now Scotland)
Anglo-Saxon invasions, settlements and kingdoms: place names and village life
Anglo-Saxon art and culture

Music

Pop (70's)
Mamma Mia by ABBA
Subject Endpoints

Skills
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Knowledge
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Perform a musical poem about the sea.

PE

Gymnastics
Subject Endpoints
Skills
Improve the height achieved from a vertical jump with a standing start position.
Improve in a range of physical activities focused on improving agility, control and balance.
Collaborate and compete with others in pursuit of personal bests.
Develop agility, balance and co-ordination skills.
Knowledge
Compare performances with previous ones and demonstrate improvement to achieve their personal best.

Play Invasion Games: Tag Rugby
Subject Endpoints
Skills
Begin to pass the ball in different ways e.g. passing sideways.
Understand and follow the rules of a game.
Start to learn about the principles suitable for attacking and defending.
Knowledge
Use running, jumping, throwing and catching in isolation and in combination.
Apply basic principles for attacking and defending.
Develop flexibility, strength, technique, control and balance

Indoor Athletic Activities
Subject Endpoints
Skills
Improve the height achieved from a vertical jump with a standing start position.
Improve in a range of physical activities focused on improving agility, control and balance.
Collaborate and compete with others in pursuit of personal bests.
Develop agility, balance and co-ordination skills.
Knowledge
Compare performances with previous ones and demonstrate improvement to achieve their personal best.

Computing

Information Technology - Creating Media using Word and PowerPoint.
Subject Endpoints:
Skills
Touch typing skills. Add images safely from the internet and format them. Search for images and apply filters to find images that are free to share and use.

Knowledge
Children can use media that incorporates text, lists and copyright free images that fulfils a design brief. They develop touch typing skills.

Computer Science - Computing Systems and Networks – The Internet
Subject Endpoints:
Skills
In this unit children apply their knowledge and understanding of networks and appreciate the internet is a network of networks which need to be kept secure. The children will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves beginning to understand about web browsers and search engines. They will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. They will consider some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult.

Knowledge
Children can search technologies effectively and be discerning in evaluating digital content.

Online Reputation
Knowledge
To describe how to find out information about others by searching online
To explain ways that some of the information about anyone online could have been created, copied or shared by others
To explain who someone can ask if they are unsure about putting something online
Copyright and Ownership
Knowledge
To explain why I need to consider who owns it and whether I have the right to reuse it.
To give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.
Online Bullying
Knowledge
To recognise when someone is upset, hurt or angry online.
To describe ways people can be bullied through a range of media (e.g. image, video, text, chat).

Managing Online Information
Knowledge
To search for information on the World Wide Web effectively and safely.
To consider the impact of plagiarism when researching information on the World Wide Web.
To describe what devices I use to get on the internet and what can and cannot be shared on the internet.
To verify information on the World Wide Web to check if it is true.
To recognise some of the methods that are used to make us buy things online when they appear online.

Foreign Languages

French

Je me présente & Ma famille

Subject Endpoints
Skills
Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases from previous units, communicate with others with confidence and accuracy, ask and answer questions (and incorporate a negative reply), read short pieces, write short phrases, understand the concept of gender and which articles to use for meaning, use the negative form and possessive adjectives

Knowledge
Say your name, age and where you live

talk simply about your/a family

PSHRE

Celebrating Differences
Subject Endpoints

Skills
Understand what influences me
Identify what is special to about me

Knowledge
Understand that we sometimes make assumptions about people
Know that sometimes bullying is hard to spot

Being Me In the World
Subject Endpoints

Skills
Recognise self-worth
Face challenges positively
Make responsible choices
Consider other people's points of view

Knowledge
Understand everyone's rights
Understand why rules need to be followed