



CURRICULUM OVERVIEW

& KEY INFORMATION

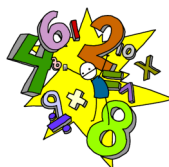
Year 4

Autumn Term 2023

MATHEMATICS

TOPIC NAME: Place Value

- Represent numbers to 1,000
- Partition numbers to 1,000
- Number to 1,000
- Thousands
- Represent numbers to 10,000
- Partition numbers to 10,000
- Find 1,10,100,1000 more or less
- Number to 10,000
- Estimate on a number line to 10,000
- Compare numbers to 10,000
- Order numbers to 10,000
- Roman numerals
- Round to nearest 10
- Round to nearest 100
- Round to nearest 1,000
- Round to nearest 10,100 or 1,000



TOPIC NAME: Addition and subtraction

- Add and subtract 1s,10s,100s and 1000s
- Add up to two 4-digit numbers– no exchange
- Add two 4-digit numbers– one exchange
- Add two 4-digit numbers– more than one exchange
- Subtract two 4-digit number– no exchange
- Subtract two 4-digit numbers-one exchange
- Subtract two 4-digit numbers-more than one exchange
- Efficient subtractions
- Estimate answers and check strategies

TOPIC NAME: Area

- What is area?
- Count squares
- Make shapes
- Compare areas

TOPIC NAME: Multiplication and division A

- Multiples of 3
- Multiply and divide by 6
- Multiply and divide by 9 including facts
- The 3,6,and 9 times-tables
- Multiply and divide by 7including facts
- 11 times-table and division facts
- 12 times-table and division facts
- Multiply by 1 and 0
- Divide by 1 and itself
- Multiply three numbers

Welcome to Year 4

Hi everyone and welcome to Year 4! Our Year 4 Team are very much looking forward to the year ahead. We have a great curriculum this year details of which can be found on the next few pages There are also lots of exciting opportunities and events throughout the year too, so please look at the terms and diary dates on the school website. We look forward to working with you over the next year!

ENGLISH

FOCUS TEXT: The Whale by Vita Murrow

(Please do not read/purchase this text for your child – thank you!)

UNIT:/GENRES: Setting description

- Use tell me approach to explore different objects
- Write noun phrases to describe an image
- Use fronted adverbials
- Explore the effect of vocabulary on the reader
- Explore how the author has created the setting in a text
- Write alternative setting descriptions linked to the text
- Write predictions
- Use prepositions
- Compare settings
- Identify features and structure of model text
- Identify words and phrases that create atmosphere
- Use the suffix ly
- Explore similes
- Explore metaphors
- Commas in lists
- Apostrophes for possessions
- Adjectives to compare
- Conjunctions
- Proof reading, editing our writing.



UNIT:/GENRES: Newspaper reports

- Explore and understand the model text
- Identify the structure and features of a newspaper report
- Explore the use if the prefix –dis and mis
- Write a recount of an event as an eye witness, fisherman or onlooker
- Hot seating to generate reporter questions
- Explore alternative pronouns
- Use inverted commas and other punctuation to indicate direct speech
- Plan, edit and revise a newspaper report

In addition to Writing sessions, there will a key handwriting focus each week. and whole class reading focus activities.

'In God's love, aspire and achieve to be the best'
1 Corinthians 16:14 'Do everything in love'.



KEY INFORMATION

HOMEWORK

- Your child has been given a copy of their ICT passport to bring home earlier this year – please keep this in a safe place but if you require another copy please let us know.
- English/Maths homework will run from **8.30am, MONDAY to MONDAY.**
- Homework will be a range of different activities across the academic year, with Reading, Spelling, Timestables (Y2-Y6) and Mental Maths being our weekly 'non-negotiables.' These may be supplemented with our range of online learning tools which children have access to throughout the year; login details can be found on children's ICT Passports. There may also be some project work, where appropriate.
- **Please also see our 'Homework Policy'.**

Google Classroom

- Google Classroom can be accessed via children's individual logins.
- Google Classroom contains a range of useful resources, as well as being a key point of access for homework information and resources too. Please check this weekly.
- If you need to contact your child's class teacher, please DO NOT use Google Classroom, instead, please contact the school office who will be happy to arrange a follow-up call/appointment for you.

PE Kits & Trainers – to be worn on PE Days:

Our PE Day this term will be: **WEDNESDAY/FRIDAY (Swimming)**

Please ensure that children are in a suitable PE kit - inline with our policy; for example, they should not come into school in football kits. Children will need an indoor and outdoor kit. We advise putting an extra pair of socks into your child's book bag.

Resources

Please provide your child with the following:

- Book Bag that should be brought into school each day.
- Water bottle pre-filled with water before your child comes into school each day.
- Suitable, warm, waterproof coat.
- Sunhat in warmer weather. If hot weather is forecast, please remember to apply sunscreen to your child prior to the school day. A labelled bottle of sunscreen can be sent in for your child to reapply (if required) - this should be given to staff.
- Set of headphones (to remain in school during term time).
- Lunch box if they are having a packed lunch.
- All items should be clearly labelled with your child's name, including uniform and shoes!

Please encourage your child to become more independent and take responsibility for their homework and resources. Thank you.

For more detailed information about our curriculum, please see the Curriculum section on our school website. You can also find a range of other information about school on our website too!


Science

UNIT: States of Matter

- What are the different states of matter?
- Can I compare and group materials based on their states of matter, i.e., liquid, solid or gas?
- What happens to materials when they are heated or cooled?
- What happens to the temperature when materials change state?
- Can I use measurements to explain changes to the state of water?
- What is evaporation and condensation in the water cycle?

UNIT: Sound

- How are different sounds made?
- How are sounds different depending on their source?
- How to change a sound (louder/softer)?
- How can you change the pitch of a sound?
- Can different materials affect the pitch and volume of sounds?
- How does sound travel from a source to your ear?
- What happens to sound as it travels away from its source?
- How can you change the pitch of a sound?
- Can different materials affect the pitch and volume of sounds?




Religious Education (R.E.)

UNIT: Prayer

- What is prayer?
- How do people pray?
- When do people pray?
- Why do people pray?
- How do people of other faiths pray?

UNIT: Christmas

- Why is Jesus described as the Light of the World?
- What does the light do to the dark?
- Why is light such a powerful symbol?
- Is light a good metaphor for Jesus?
- The sun already lights the world so how can Jesus be the light?
- In what ways do the actions of Christians show the light of Jesus in the world today?
- Why do people of faith light candles?




Physical, Social, Health & Economic Education (P.S.H.E.)

My Happy Mind: Meet your Brain

- How you can train your mind.
- How your brain can grow.
- The different parts of our brains.
- How Team H-A-P works.
- What is real and perceived danger.
- What triggers our Amygdala.
- How to calm your Amygdala.
- What neurons and neural pathways are.
- How to form habits.
- How to look after our brains.
- Develop our Happy Breathing habit.

Families and Relationships/Safe Relationships

- How to build positive relationships?
- What can I do when I feel lonely and isolated?
- What are the risks when communicating with someone online? Who can I talk to if I am worried?




History

UNIT: Roman Britain

- How did the Roman Empire become so powerful? What countries did they invade? **Chronology/ Cause and Continuity**
- Why did the Romans invade Britain? **Historical Significance**
- Who was Julius Caesar and why was he important to the Roman Empire? **Cause and Consequence**
- Who could join the Roman army? **Sources and Evidence**
- What was life like on Hadrian's wall and how do we know? **Historical Interpretations/ Sources and Evidence**
- Who invaded Britain and when? **Chronology/ Cause and Consequence**
- Boudicca; friend or foe? **Historical Significance**
- What did Boudicca look like? **Historical Interpretations/ Sources and Evidence**
- What did the Romans believe? **Cause and Consequence**
- How were the beliefs of the ancient Romans similar to those of the ancient Greeks?

Similarity and Difference


- How did the Roman's influence the culture of the people already here? **Change and Continuity**
- Why did the Roman's leave Britain? **Cause and Consequence**
- What impact did the Romans leave on Britain? (2 sessions) **Change and Continuity**
- Where do these key figures/events fit on our historical timeline? **Chronology**



Computing

UNIT: Online Safety- Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.


UNIT: Coding- Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Detect and correct errors in algorithms and programs. Design, write and debug programs that accomplish specific goals



Art & Design

UNIT: Story Telling Through Drawing

- How do we sketch?
- What is an artist?
- How do we illustrate a narrative?
- Can I reflect and evaluate my work?




French

UNIT: School Life

- Asking who someone is
- Asking someone's age
- Have you ...? I have
- Numbers 0-31
- Classroom objects

UNIT: My local area/your local area

- Robots, commands, actions, shops, signs, directions
- Let's sparkle Xmas poem



Physical Education (P.E.)

UNIT: Netball


- To develop passing and moving and play with the footwork rule
- To use a variety of passes to move towards a goal
- To develop movement skills to lose a defender
- To defend an opponent and try to win the ball
- To develop the shooting action
- To apply skills and knowledge to play games using netball rules

UNIT: Gymnastics

- To develop individual and partner balances
- To develop individual and partner balances using apparatus
- To develop control in performing and landing rotation jumps
- To develop rotation jumps and sequence building using apparatus
- To develop the straight, barrel, forward and straddle roll
- To assess my straight, barrel, forward and straddle roll
- To link actions that flow using the rolls I have learnt
- To link actions that flow in a partner sequence using the rolls I have learnt
- To develop strength in inverted movements
- To create a great partner sequence to include the skills I have learnt and apparatus

UNIT: Swimming


Children will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. They will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.



Geography

UNIT: Europe

- Where is Europe and what are its countries like?
- Why would you visit the Mediterranean?
- Why are migrants coming to Greece?
- What is the landscape of Greece like today?
- Where would you visit in Athens?
- How does everyday life in Athens compare with that in other places?




Design & Technology (D.T.)

Process: Design/Make/Evaluate/Technical Knowledge

UNIT: Food Technology (Healthy Eating)

- Investigate a range of food products?
- What is a varied diet?
- Evaluate different food products
- Where does different food come from?
- How do you prepare different foods using different utensils?
- Design, make and evaluate a product



Music

UNIT: Brass lessons with Mr Lloyd

- Pulse, rhythm, pitch
- Play a brass instrument along to the focus song for the unit
- Improvise, compose, perform, reflect

