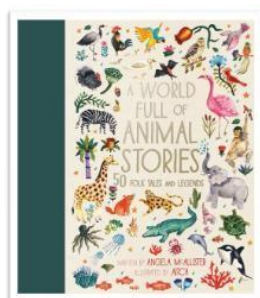


Year Four -Autumn Term Curriculum

Autumn 1

Autumn 2

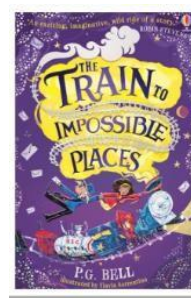
English: Reading



A World Full of Animal Stories
by Angela McAllister

Genre: Stories: Legends and Folktales We use the teaching sequence of Predict, clarify vocabulary, read and retrieve and explain.

- Can I ask questions to improve understanding?
- Can I draw inferences and justify with evidence?

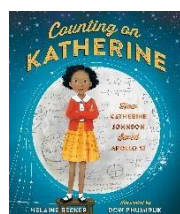


The Train to Impossible Places
by P.G. Bell

Genre: Fiction (adventure) We use the teaching sequence of Predict, clarify vocabulary, read and retrieve and explain.

- Can I identify the main ideas from one or more paragraphs and summarise?
- Can I draw inferences and justify with evidence?
- Can I discuss words and phrases that capture the reader's imagination and interest?

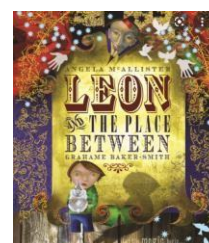
English: Writing



Counting on Katherine by
Helaine Becker
Genre: Non-Fiction (Biography)

- Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
- Use fronted adverbials
- Use paragraphs to organise information and ideas around a theme (to organise and sequence more extended narrative structures)
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use commas after fronted adverbials

Recap: Use inverted commas for direct speech



Leon and the Place Between
by Angela McAllister and Graham Baker Smith
Genre Fiction-fantasy

- Use Standard English forms for verb inflections
- Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
- Indicate possession by using the possessive apostrophe with plural nouns
- Recognise the difference between plural and possessive 's'
- Build a varied and rich vocabulary

Maths



Number: Place Value

- Can I count from 0 in multiples of 6, 7, 9, 25, 1000?
- Can I identify, represent and estimate numbers using different representations?
- Can I find 1000 more or less than a given number?
- Can I recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones)?
- Can I compare and order numbers beyond 1000?
- Can I round numbers to the nearest 10, 100, 1,000?
- Can I read and write numbers up to 10,000 in numerals and in words?
- Can I count backwards through zero to include negative numbers?
- Can I solve number problems and practical problems involving these ideas?
- Can I read Roman numerals to 100 (I to C)

Number: Addition and Subtraction

- Can I add and subtract numbers mentally? including:
 - a four-digit number and ones
 - a four-digit number and tens
 - a four-digit number and hundreds

Number: Addition and Subtraction

- Can I add and subtract numbers with up to four digits, using formal written methods of column addition and subtraction?
- Can I estimate the answer to a calculation and use inverse operations to check answers?
- Can I solve problems? Including: missing number problems, using number facts, place value, and more complex addition and subtraction.

Number: Multiplication and Division

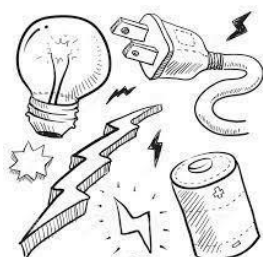
- Recall multiplication and division facts for all tables up to 12 x 12?
- Can I use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers?
- Can I multiply equal groups?
- Can I multiply and divide by 6, 7, 9, 11 and 12?
- Can I multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Can I solve problems involving multiplying and adding?

Science

Electricity

Understanding electricity and circuits

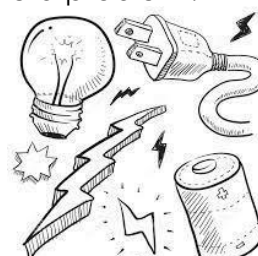
- What can electricity do?
- Is electricity dangerous?
- What are the basic parts of a circuit?
- How can we make a bulb light?
- What happens to a circuit when more components are added?







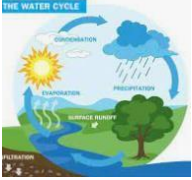








Electricity

Understanding electricity and circuits

- When will a circuit not work?
- How does a switch work?
- Which materials are electrical conductors and insulators?
- Can I use my knowledge to solve a problem?



<p>Computing</p> 	<p><u>Computing systems and networks – The Internet</u> (Online Safety)</p>  <ul style="list-style-type: none"> • Connecting Networks • What is the internet? • Sharing information • What is a website? • Who owns the web? • Can I believe what I read? 	<p><u>Creating media – Audio production</u></p>  <ul style="list-style-type: none"> • Recording sound • Editing audio • Planning a podcast • Creating a podcast • Combining audio • Evaluating podcasts
<p>History</p> 	<p><u>Maya</u> Why should we remember the Maya?</p>  <ul style="list-style-type: none"> • Who were the Ancient Maya? • What can we learn about the Maya by investigating their ancient cities? • Why did the Maya have so many gods? • Were the Maya as clever as people in the 21st century? • What happened to the Maya? 	
<p>Geography</p> 	<p><u>Rivers and the water cycle</u> <i>How do rivers shape the land and support life?</i></p>  <ul style="list-style-type: none"> • How do rivers start, and what are the important parts of a river? • How do rivers change the land, and how do they help make mountains, valleys, and other land shapes? • How have people used rivers like the River Dee, River Mersey, and River Weaver in the past? • What are the things that make local rivers similar or different from famous rivers around the world? • How do rivers affect the people, animals, and plants that live near them? 	

<p>Art</p>	<p>Can I explore Still Life? <i>Paul Cezanne, Peter Claesz, Hirasho Sato</i> Drawing and Painting and 3D <i>Line, tone, colour, pattern</i></p>  <ul style="list-style-type: none"> • Can I explore how a range of artists from different time periods have worked within the still life genre? • Can I draw from observation to ensure my composition is in proportion and is realistic? • Can I create tone in my drawings by the way I shade? • Can I create texture in my drawings by using mark making techniques? • Can I draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting? <p>Can I present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece?</p>
<p>D&T</p> 	<p><u>Structures</u> Can I design, make and evaluate a gift box for my buddy to hold a present?</p>  <ul style="list-style-type: none"> • Can I investigate, explore and evaluate existing shell structures including packaging? (IEAs) • Can I explore CAD to make nets? (FTs) • Can I practise making nets out of card? (FTs) • Can I design a mystery box based on a design brief? • Can I produce my mystery box with the support of CAD? • Can I evaluate my mystery box?
<p>Music</p> 	<div> <div> <p><u>Woodwind</u> First Access Program (Ukulele)</p>  </div> <div> <p><u>Christmas Celebrations</u></p> <p>Can I describe the five key skills required to be a competent performer?</p>  </div> </div>

(Wednesday's) – Swimming

1. to keep our balance by pushing and pulling against the water.
2. to lift our feet off the ground and make shapes in the water.
3. to use our hands to move forward.
4. to put our faces in the water.
5. to stand again after floating on our front.
6. to stand again after floating on our backs.
7. to swim a short distance on our backs with a float.
8. to push and glide from the side of the pool.
9. to use the 'sculling' technique to swim on our backs.
10. to use 'doggy paddle' to swim a short distance on our front.
11. to move from a glide into a doggy paddle.
12. to swim as far as we are able on our front and back.

Tag Rugby and Basketball

- To use accurate passes to create an attack as a team
- To pick the ball up from the floor and run with it to start an attack
- To keep possession of the ball and build an attack
- to evade being tackled
- to use changes of speed to create gaps to run into
- to create attacking opportunities in competitive games

Judaism

How do Jews demonstrate their faith through their communities?








- What happens at a Synagogue?
- How do Jewish people worship?
- Who was Moses?
- What happens at Pesach?
- What is Sukkot?

Christianity

Why do Christians think about incarnation at Christmas?



- How do different Bibles tell the story of the Nativity?
- What is a Christingle?
- Why is the incarnation an important concept in Christianity?
- How do Christians around the world celebrate the Incarnation?
- How can we think more deeply about incarnation using Christmas Carols?
- How do Christians worship at Christmas?

<p>French</p> 	<p><u>Welcome to School</u></p>  <ul style="list-style-type: none"> • Basic sentences and phrases • Rooms in a school • Classroom objects • Can I recall numbers 1 to 10? • Can I say numbers 10 to 20? • Can I read and write numbers 10 to 20? • Can I say and write the names of rooms in my school? • Can I say some nouns for classroom items? 	
<p>PSHE</p> 	<p>Family and Relationships</p>  <ul style="list-style-type: none"> • Respect and manners • Healthy friendships • How my behaviour affects others • Bullying • Stereotypes: Gender • Stereotypes: Disability • Families in the wider world • Change and loss 	<p>Health and Wellbeing</p>  <ul style="list-style-type: none"> • Looking after our teeth • Relaxation: Visualisation • Celebrating mistakes • Meaning and purpose: my role • My happiness • Emotions • Mental health