**Year 4 Curriculum Information Autumn 1 2025**

| **English**Text based activities based on our class text – **The True Story of the 3 Little Pigs by Jon Scieszka**Outcomes: ***Fiction*** *-* To write the true story of another traditional tale* Identify audience and purpose for writing
* Select appropriate grammar and vocabulary
* To explore a wide range of villains from traditional tales
* Collect list of writer’s hints for writing a story from a different point of view
* If they could tell The True Story of… what would they say?
* Plot the typical structure and check understanding
* Write the true story of another traditional tale

***Non-Fiction*** - Persuasion text - To persuade the reader that the third pig’s version of events is true* Discuss what is ‘persuasion’? Talk activities to support children with understanding persuasion
* To explore a wide range of persuasive speeches
* Discuss the purpose and audience for persuasive speeches
* Identify use of language, collect and check understanding of what makes it effective
* Build a list of writer’s hints for persuasive speeches
* Chunk a persuasive speech into sections
* Write a persuasive speech explaining why the Third pig’s version of events is true

Punctuation and Grammar* Know Standard English forms for verb inflections instead of local spoken forms, for example; we were instead of we was, or I did instead of I done.
* Use fronted adverbials - for example; Later that day, I heard the bad news.
* Emotion, comma sentences - e.g. **Desperate**, she screamed for help.

Spelling* Homophones
* Words with the prefix ’in-’ meaning ‘not’
* Words with the prefixes ’il-’, ‘im-’ and ‘ir-’
* Words with the prefix ’sub-’ meaning ‘below’ or further divided
* Words with the prefix ’inter-’ meaning ‘between or among’
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| **Maths** Number and Place Value* Represent numbers up to 10,000
* Estimate on a number line to 10,000
* Compare and order numbers up to 10,000
* Roman Numerals
* Round to the nearest 10, 100 and 1000

Addition and Subtraction * Add and subtract two 4-digit numbers - no exchange
* Add and subtract two 4-digit numbers - exchange
* Efficient subtraction
* Estimate answers
* Checking strategies
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| **Science – What’s that sound?*** Experimenting with sound
* How does sound travel?
* How can we change sounds?
* Inside our ears
* Sound proofing
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|  **Geography - American Road Trip*** Location of major cities in North and South America
* Comparing climates between North and South America
* Planning a road trip across Route 66
* Comparing our local area to a contrasting locality in North America
* Using the 8 compass points

**RE - Believing -** Why is the Bible important to Christians today? * Recall and name some Bible stories that inspire Christians
* Identify two ways in which Christians use the Bible in everyday life
* What can we learn from sacred books?

**PSHE – Being Me in My World*** Children will know their attitudes and actions make a difference to the class team
* Children will understand who is in their school community, the roles they play and how they fit in
* Children will understand how democracy works through the School Council
* Children will understand that their actions affect themselves and others; they care about other people’s feelings and try to empathise with them
* Children will understand how groups come together to make decisions

**Computing – iSafe*** Distinguish between personal information, which is safe to share online, and private information, which is unsafe to share
* Generate solutions for dealing with cyberbullying
* Experiment with different keyword searches and compare their results
* Identify the characteristics of strong passwords
* Explore strategies for safely managing unwanted messages
* Why private information should not be given to anyone without the permission of a trusted adult

**Art – William Morris** * To explore patterns and artists who use patterns.
* To be able to create patterns using rotation,symmetry and reflection.
* To be able to create a pattern using stencils.
* To be able to use printing to create a pattern.
* To be able to design a pattern for a particular purpose.

**PE - Beyond The Physical****Hands, Feet, Equipment*** To perform / explore dribbling using hands
* To perform / explore dribbling using equipment
* To show control to move objects into good spaces
* To change direction when dribbling to avoid defenders
* To collaborate with others to develop techniques

**Swimming*** To be able to swim confidently over a distance of 25 metres
* To be able to swim a range of different swimming strokes
* To learn how to be safe in the water

**Music - Mamma Mia (Trafford Music Service with Mr Sandiford)** The focus for the first half term is upon the music of ABBA, listening to a selection of their songs and learning to sing “Mamma Mia” together with instrumental parts. Music notation will be revised from Year 3 and used both to share improvisations and create compositions to fit with the song. After half term, the focus will be upon playing a variety of pieces together using glockenspiels, building upon the skills learnt in Year 3.**Spanish*** Culture in different regions of Spain
* Consolidation & revision of Y3 learning
* Simple questions (personal information, situations)
* Additional colours, animals & places
* Common action verbs - present continuous tense *(-ing)*
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| **Home Learning Opportunities*** Homework is set on a **Friday** and should be completed by **Wednesday morning.**
* Practising reading, spellings and times tables everyday has the most impact on learning!
* Please bring your reading book and record every day
* Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home
* **PE kits** should be worn on **Wednesdays** and **Fridays (4C only)** - to be worn all day but pupils must **wear their red cardigan/jumper over the top** to look smart for the rest of the day (don’t forget to put extra trainers/pumps in your bag for extra outdoor work)
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