**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 |
| **Science – What’s that sound?**   * Experimenting with sound * How does sound travel? * How can we change sounds? * Inside our ears * Sound proofing |
| **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)* |
| **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) |