



## Curriculum Overview

### Year 4 Autumn Term

Subject	Content
<b>Religious Education</b>	<p><b>Creation and the Story of Abraham to Joseph</b></p> <ul style="list-style-type: none"><li>• know the stories of creation, Abraham and Isaac, Jacob and Joseph from the Old Testament.</li><li>• they will understand from the story of creation that human beings are made in God's likeness and that this needs to be valued and respected in other people.</li><li>• they will be able to identify how God called and protected both Abraham and Isaac.</li></ul> <p><b>Jesus teaches us how to pray</b></p> <ul style="list-style-type: none"><li>• know that Jesus prayed to the Father and they will be able to identify some of the prayers that he learnt growing up in the Jewish faith. They will be able to explain why it is important to call and to pray to God the Father.</li><li>• they will know some of the traditional prayers of the Church including the prayer of the Rosary.</li></ul> <p><b>Advent</b></p> <ul style="list-style-type: none"><li>• know that Jesus was descended from the House of David.</li><li>• Know some stories about some of Jesus' ancestors and will be able to recognise how important their relationship with God was to them.</li><li>• Able to place some of the characters into an historical sequence and will identify some important symbols for these different people as featured on the Jesse Tree.</li></ul>
<b>Literacy</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"><li>• can identify key points when reading appropriate texts and understand the significant ideas, themes, events and characters</li><li>• can use evidence from the text to justify opinions</li><li>• can locate and use information from a range of sources, both fiction and non-fiction</li><li>• used inference and deduction to work out the characteristics of different people from a story</li><li>• able to compare fictional accounts in historical novels with the factual account</li><li>• compares the language in older texts with modern standard English</li><li>• appreciate the bias in persuasive writing, including</li></ul>

	<p>articles and advertisements</p> <ul style="list-style-type: none"> <li>• can identify aspects of the way of life within the story that are different from their own experiences using the text to support them</li> <li>• can skim, scan and organise non-fiction information under different headings</li> <li>• can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• create a senses poem</li> <li>• Create a character sketch.</li> <li>• plan and write a story with a historic setting</li> <li>• plan and write a story from imaginary worlds.</li> <li>• know the features of a newspaper article</li> <li>• Write a newspaper report.</li> </ul> <p><b>Grammar, Punctuation and Spelling:</b></p> <ul style="list-style-type: none"> <li>• understand and use the term “tense” in relation to verbs.</li> <li>• know that one test of whether a word is a verb is whether or not its tense can be changed.</li> <li>• compare sentences from different text types e.g. narrative in past tense, explanations in present tense, forecasts/directions in the future tense.</li> <li>• develop an awareness of how tense relates to purpose and structure of text.</li> <li>• identify possessive apostrophes when reading and to whom or what they refer.</li> <li>• understand the basic rules for apostrophising singular nouns, e.g. nouns ending in “s”</li> <li>• distinguish between uses of the apostrophe for contraction and possession.</li> <li>• understand what homophones are and know the spellings of homophones.</li> <li>• understand what a double consonant is and to use it within their spellings.</li> <li>• recognise the pattern within words, understand some suffixes and uses them within their writing.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• place value to 1000+ and negative numbers</li> <li>• properties of number</li> <li>• addition (horizontal and vertical methods)</li> <li>• subtraction (use of number lines and vertical methods)</li> <li>• mental calculation strategies + and –</li> <li>• multiplication and division:</li> <li>• understand and use the grid method when multiplying.</li> </ul>

	<ul style="list-style-type: none"> <li>• know that with whole numbers multiplying makes a number larger</li> <li>• looking at the relationship of numbers in the three, six, and nine times tables as well as revising the patterns in the two, five and ten times tables.</li> <li>• understand that multiplication is the inverse of division and uses this to check results.</li> <li>• understand the operation of division and its associated vocabulary.</li> <li>• Use fraction notation and recognise the equivalence between fractions</li> <li>• Order familiar fractions and decimals</li> <li>• Find fractions of numbers or quantities</li> <li>• Recognise the equivalence between decimals and fractions</li> <li>• measures (length, mass, time and problem solving)</li> <li>• shape and space (investigating 2D shape, working out the area of a shape)</li> <li>• data handling (frequency tables)</li> </ul>
<b>Science</b>	<p><b>Biology: Animals including Humans</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• can describe the simple functions of the basic parts of the digestive system in humans</li> <li>• can identify the different types of teeth in humans and their simple functions</li> <li>• can construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>• can compare the diets of different animals.</li> <li>• can list foods that are unhealthy and explain why</li> </ul> <p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>• can ask relevant questions.</li> <li>• can set up simple practical enquiries, comparative and fair tests.</li> <li>• can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>• can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• can use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests</li> </ul>
	<p><b>Physics: Sound</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• can identify how sounds are made, associating some of them with something vibrating</li> </ul>

	<ul style="list-style-type: none"> <li>• can recognise that vibrations from sounds travel through a medium to the ear</li> <li>• can find patterns between the pitch of a sound and features of the object that produced it</li> <li>• can find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• can recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>Enquiry – As Above</b></p>
<b>Computing</b>	<p><b>We are software developers</b></p> <ul style="list-style-type: none"> <li>• develop an educational computer game using selection and repetition</li> <li>• understand and use variables</li> <li>• start to debug computer programs</li> <li>• recognise the importance of user interface design, including consideration of input and output</li> </ul> <p><b>We are toy designers</b></p> <ul style="list-style-type: none"> <li>• design and make an on-screen prototype of a computer-controlled toy</li> <li>• understand different forms of input and output (such as sensors, switches, motors, lights and speakers)</li> <li>• design, write and debug the control and monitoring program for their toy</li> </ul>
<b>Creative Curriculum</b>	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.</p> <p>Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects. (See Creative Curriculum Two Year Cycle).</p> <hr/> <p><b>Autumn 1: Journeys</b>  <b>Main focus: Geography – Rivers</b>  We will investigate rivers locally and in other countries, discussing environmental issues.</p> <ul style="list-style-type: none"> <li>• describe the water cycle</li> <li>• use 4 compass points and letter number co-ordinates</li> <li>• locate places on large scale maps, satellite images and aerial photographs</li> <li>• collect and record evidence with about river pollution</li> <li>• make comparisons between locations of rivers</li> <li>• use photos/pictures/maps to identify and explain different views of people including themselves</li> <li>• make a map of a short route of a river</li> </ul>

	<p><b>Autumn 2: Memories</b>  <b>Main focus:</b> Music -Dragon Scales  We will learn to recognise, and use, pentatonic scales to create short melodies and accompaniments.</p> <ul style="list-style-type: none"> <li>• sing with expression recognising simple structures and showing control of dynamics and rhythm</li> <li>• learn songs using the pentatonic scale</li> <li>• improvise melodic phrases based on the pentatonic scale and play back simple tunes by ear</li> <li>• perform together keeping to a steady pulse</li> <li>• explore and perform different types of accompaniment</li> <li>• explore and select different melodic patterns in response to words</li> <li>• compose music in pairs and make improvements to their own work</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>• Play games with some fluency and accuracy, using a range of throwing and catching techniques</li> <li>• Find ways of attacking successfully when using other skills</li> <li>• Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score</li> <li>• Know the rules of the games</li> <li>• Understand that they need to defend as well as attack</li> <li>• Understand how strength, stamina and speed can be improved by playing invasion games</li> <li>• Lead a partner through short warm-up routines</li> <li>• Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</li> <li>• Keep up a continuous game, using a range of throwing and catching skills and techniques</li> </ul> <p><b>Net and Wall Games</b></p> <ul style="list-style-type: none"> <li>• Use a small range of basic racket skills</li> <li>• Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• develop the range of actions, body shapes and balances they include in a performance</li> <li>• perform skills and actions more accurately and consistently</li> <li>• create gymnastic sequences that meet a theme or set of conditions</li> </ul>

	<ul style="list-style-type: none"><li>• use compositional devices when creating their sequences, such as changes in speed, level and direction</li><li>• describe how the body reacts during different types of activity and how this affects the way they perform</li><li>• describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved</li></ul>
<b>PSHE</b>	<ul style="list-style-type: none"><li>• can discuss and make choices about how to develop a healthy lifestyle by knowing the importance of a healthy diet and regular exercise</li></ul>