



Curriculum Overview

Year 4 Autumn Term

Subject	Content
Religious Education	<p>Creation and the Story of Abraham to Joseph</p> <ul style="list-style-type: none">• know the stories of creation, Abraham and Isaac, Jacob and Joseph from the Old Testament.• 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.• they will be able to identify how God called and protected both Abraham and Isaac. <p>Jesus teaches us how to pray</p> <ul style="list-style-type: none">• 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.• they will know some of the traditional prayers of the Church including the prayer of the Rosary. <p>Advent</p> <ul style="list-style-type: none">• know that Jesus was descended from the House of David.• Know some stories about some of Jesus' ancestors and will be able to recognise how important their relationship with God was to them.• 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.
Literacy	<p>Reading</p> <ul style="list-style-type: none">• can identify key points when reading appropriate texts and understand the significant ideas, themes, events and characters• can use evidence from the text to justify opinions• can locate and use information from a range of sources, both fiction and non-fiction• used inference and deduction to work out the characteristics of different people from a story• able to compare fictional accounts in historical novels with the factual account

- compares the language in older texts with modern standard English
- appreciate the bias in persuasive writing, including articles and advertisements
- can identify aspects of the way of life within the story that are different from their own experiences using the text to support them
- can skim, scan and organise non-fiction information under different headings
- can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce

Writing

Fables. Plan their writing by:

- Developing dialogue, to include powerful language
- Writing correctly punctuated dialogue
- Writing compound sentences, adapting simple sentences
- Using conjunctions, to express time or cause

Instructions and explanations. Plan their writing by:

- Identifying features of instructions including type of vocabulary used
- Understanding the use of flow charts in explanatory texts
- Recognising verbs in the present tense
- Understanding the use of summaries in explanatory texts

Poetic form. Plan their writing by:

- Describing the structure of a haiku poem
- Listing the past tense forms of irregular verbs
- Discussing ways in which syllables can be added to or removed from a line of syllabic poetry

Stories in familiar settings. Plan their writing by:

- Making up sentences with prepositional phrases
- Writing about settings using extended descriptive language
- Writing sentences using adverbs to describe how HH characters do something

	<p>Information texts. Plan their writing by:</p> <ul style="list-style-type: none"> • Using conjunctions to form compound sentences • Using conjunctions to add interest <p>Grammar, Punctuation and Spelling:</p> <ul style="list-style-type: none"> • understand and use the term “tense” in relation to verbs. • know that one test of whether a word is a verb is whether or not its tense can be changed. • compare sentences from different text types e.g. narrative in past tense, explanations in present tense, forecasts/directions in the future tense. • develop an awareness of how tense relates to purpose and structure of text. • identify possessive apostrophes when reading and to whom or what they refer. • understand the basic rules for apostrophising singular nouns, e.g. nouns ending in “s” • distinguish between uses of the apostrophe for contraction and possession. • understand what homophones are and know the spellings of homophones. • understand what a double consonant is and to use it within their spellings. • recognise the pattern within words, understand some suffixes and uses them within their writing. <p>All standard 4 punctuation correctly used</p>
<p>Mathematics</p>	<p>Multiplication and divisions</p> <ul style="list-style-type: none"> • recall multiplication and division facts for multiplication tables up to 12×12 • 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 • recognise and use factor pairs and commutativity in mental calculations • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling and harder correspondence problems such as n objects are connected to m objects

	<p>Geometry: properties of shape</p> <ul style="list-style-type: none"> • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations <p>Number and place value</p> <ul style="list-style-type: none"> • count in multiples of 1000 • find 1000 more or less than a given number • count backwards through zero to include negative numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value
<p>Science</p>	<p>Biology: Animals including Humans</p> <p>Knowledge</p> <ul style="list-style-type: none"> • can describe the simple functions of the basic parts of the digestive system in humans • can identify the different types of teeth in humans and their simple functions • can construct and interpret a variety of food chains, identifying producers, predators and prey. • can compare the diets of different animals. • can list foods that are unhealthy and explain why <p>Enquiry</p> <ul style="list-style-type: none"> • can ask relevant questions. • can set up simple practical enquiries, comparative and fair tests. • can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • can use results to draw simple conclusions and suggest

	<p>improvements, new questions and predictions for setting up further tests</p>
	<p>Physics: Sound Knowledge</p> <ul style="list-style-type: none"> • can identify how sounds are made, associating some of them with something vibrating • can recognise that vibrations from sounds travel through a medium to the ear • can find patterns between the pitch of a sound and features of the object that produced it • can find patterns between the volume of a sound and the strength of the vibrations that produced it • can recognise that sounds get fainter as the distance from the sound source increases. <p>Enquiry – As Above</p>
Computing	<p>We are software developers</p> <ul style="list-style-type: none"> • develop an educational computer game using selection and repetition • understand and use variables • start to debug computer programs • recognise the importance of user interface design, including consideration of input and output <p>We are toy designers</p> <ul style="list-style-type: none"> • design and make an on-screen prototype of a computer-controlled toy • understand different forms of input and output (such as sensors, switches, motors, lights and speakers) • design, write and debug the control and monitoring program for their toy
Creative Curriculum	<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.</p> <p>(See Creative Curriculum Two Year Cycle).</p>

	<p>Autumn 1: Journeys</p> <p>Main focus: Geography</p> <ul style="list-style-type: none"> • ask and respond to questions and offer their own ideas • extend to satellite images, aerial photographs • investigate places and themes at more than one scale • collect and record evidence with some aid • analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps • identify and explain different views of people including themselves • make a map of a short route experienced, with features in correct order • locate places on large scale maps • begin to identify significant places and environments stated within Ks2 N.C • use large and medium scales OS maps • use junior atlases • use map sites on internet
	<p>Autumn 2: Memories</p> <p>Main focus: Music</p> <ul style="list-style-type: none"> • identify and recall rhythmic and melodic patterns • identify repeated patterns used in a variety of music (ostinato) • identify ways sounds are used to accompany a song • analyse and comment on how sounds are used to create different moods • explore and perform different types of accompaniment • explore and select different melodic patterns • recognise and explore different combinations of pitch sounds • identify melodic phrases and play them by ear • create textures by combining sounds in different ways • create music that describes contrasting moods/emotions • improvise simple tunes based on the pentatonic scale • compose music in pairs and make improvements to their own work • create an accompaniment to a known song • create descriptive music in pairs or small groups • perform with awareness of different parts
<p>Physical Education</p>	<p>Invasion Games</p> <ul style="list-style-type: none"> • Play games with some fluency and accuracy, using a range of throwing and catching techniques • Find ways of attacking successfully when using other skills

	<ul style="list-style-type: none"> • Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score • Know the rules of the games • Understand that they need to defend as well as attack • Understand how strength, stamina and speed can be improved by playing invasion games • Lead a partner through short warm-up routines • Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better • Keep up a continuous game, using a range of throwing and catching skills and techniques <p>Net and Wall Games</p> <ul style="list-style-type: none"> • Use a small range of basic racket skills • Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent • Choose and use a range of simple tactics for defending their own court • Adapt and refine rules • Make up their own net games • Understand the point of the game • Keep rules effectively and fairly • Recognise how net games make the body work • Talk about what they do well and recognise things they could do better <p>Gymnastics</p> <ul style="list-style-type: none"> • develop the range of actions, body shapes and balances they include in a performance • perform skills and actions more accurately and consistently • create gymnastic sequences that meet a theme or set of conditions • use compositional devices when creating their sequences, such as changes in speed, level and direction • describe how the body reacts during different types of activity and how this affects the way they perform • describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved
PSHE	<ul style="list-style-type: none"> • can discuss and make choices about how to develop a healthy lifestyle by knowing the importance of a healthy diet and regular exercise

