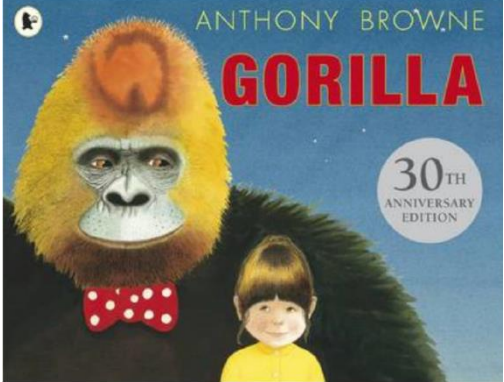
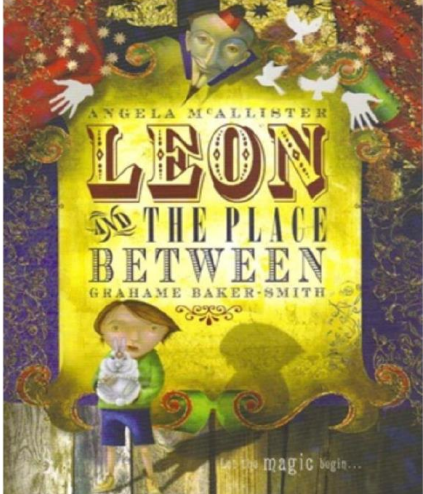
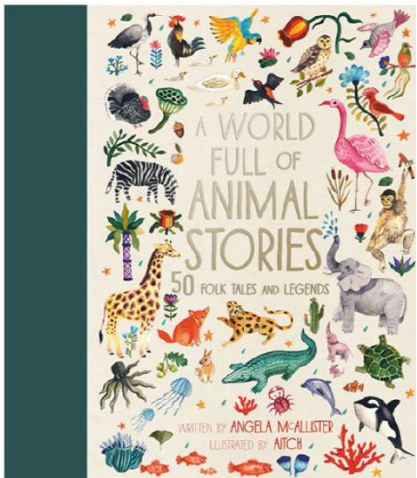
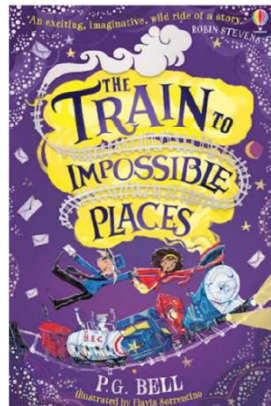


Year 4 Curriculum Information- Autumn term 2022-2023

Autumn Term 1 7 Weeks	Autumn Term 2 6 Weeks
ENGLISH	
LITERACY FOCUS TEXT - WRITING	LITERACY FOCUS TEXT – WRITING
 <p>Mastery Keys</p> <ul style="list-style-type: none"> • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use fronted adverbials • Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures) 	 <p>Feature keys</p> <ul style="list-style-type: none"> • Use small details to describe characters • Use small details for time, place and mood • Use 1st or 3rd person consistently • Use tenses appropriately • Sequence stories in different stages: introduction, build up, climax, resolution <p>Mastery Keys:</p> <ul style="list-style-type: none"> • 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 <p>Feature keys:</p> <ul style="list-style-type: none"> • 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

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<ul style="list-style-type: none"> • Use commas after fronted adverbials • Re-cap: Use inverted commas for direct speech (Year 3) 		<ul style="list-style-type: none"> • Indicate possession by using the possessive apostrophe with plural nouns • Recognise the difference between plural and possessive 's' • Build a varied and rich vocabulary 	
LITERACY FOCUS TEXT – READING		LITERACY FOCUS TEXT – READING	
 <p>Mastery Keys</p> <ul style="list-style-type: none"> • Ask questions to improve understanding • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence 	<p>Feature keys</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Explore the meaning of words in context • Retrieve, record and present information • Ask questions to improve understanding • Summarise main the main ideas from more than one paragraph • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence <ul style="list-style-type: none"> - Identify and discuss themes and conventions - Distinguish between fact and opinion 	 <p>Mastery Keys:</p> <ul style="list-style-type: none"> • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence 	<p>Feature keys</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Explore the meaning of words in context • Retrieve, record and present information • Ask questions to improve understanding • Summarise main the main ideas from more than one paragraph • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence <ul style="list-style-type: none"> - Identify and discuss themes and conventions - Distinguish between fact and opinion • Evaluate authors' language choice, including figurative language • Make comparisons within and across books

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<ul style="list-style-type: none">Ask questions to improve understandingDraw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	<ul style="list-style-type: none">Identify how language, structure and presentation contribute to meaningEvaluate authors' language choice, including figurative languageMake comparisons within and across books	<ul style="list-style-type: none">Discuss words and phrases that capture the reader's interest and imaginationDraw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidenceDiscuss words and phrases that capture the reader's interest and imaginationIdentify main ideas drawn from more than one paragraph and summarise		
MATHS				
Place Value – 4 Digit Numbers (1) Unit 1 8 days	Place Value – 4 digit numbers (2) Unit 2 8 days	Addition and Subtraction Unit 3 16 days	Measure - Area Unit 4 5 days	Multiplication and Division Unit 5 12 days
<ul style="list-style-type: none">Represent and partition numbers to 1000.Number line to 1000Multiples of 10004 digit numbersPartition 4 digit numbersPartition 4 digit numbers flexibly1.10.100.1000 more or less1000s, 100s, 10s, 1s	<ul style="list-style-type: none">Number line to 10,000Between two multiplesEstimate a number line to 10,000Compare and order numbers to 10,000Round to the nearest 1000, 100 or 10	<ul style="list-style-type: none">Add and subtract 1s, 10s, 100s, 1000sAdd two 4-digit numbersSubtract two 4 digit numbersEfficient MethodsEquivalence DifferenceEstimateCheck strategiesProblem Solving	<ul style="list-style-type: none">What is area?Counting squares	<ul style="list-style-type: none">Multiples of 3Multiply and divide by 6Multiply and divide by 9Multiply and divide by 7Multiply and divide by 11 and 12Multiply by 1 and 0Divide by 1 and itself

Year 4 Curriculum Information- Autumn term 2022-2023

SCIENCE

Animals including humans

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Sound

Pupils should be taught to:

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from a sound travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

GEOGRAPHY

There is no Geography topic this term, however we consider the location and key physical features of Greece as the context for our history topic. We also note the location on a map of any place mentioned in any other subject, e.g the countries in Africa where gorillas live. The aim is to improve the children's general locational knowledge.

HISTORY

National Curriculum Topic: Ancient Greece – a study of Greek life and achievements and their influence on the western world

Our Enquiry Question: Did Ancient Greece change the Western World forever?

Our enquiry process:

- How can we find out about the civilisation in Ancient Greece?
- What was daily life like in Ancient Greece?
- Was democracy in Ancient Greece like modern British democracy?
- How did the achievements of Alexander the Great change Greek life?
- Can we thank the Ancient Greeks for anything in our lives today?

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DESIGN TECHNOLOGY

The children will learn how to use CAD tools to design the net of a cube. They will print these and see which of their design work. Later in the term they will use the net of a cube to create a magic box. They will design a pneumatic system to cause the lid to magically open to reveal a hidden item.

ART

The children will develop their drawing skills with a focus on texture, shading and proportion. Later in the term, the children will develop their painting skills with a focus on how to create a 3d effect using pattern and shading.

COMPUTING

E-safety:

Password Power Up: The children will define the term "password" and will develop their understanding of why a strong password is important. They will practice creating a memorable and strong password.

Rings of Responsibility: The children will examine the idea that we have both online and in-person responsibilities. They will describe the Rings of Responsibility as a way to think about how personal behaviour affects others and ourselves. They will identify examples of online responsibilities to others.

Programming: Start a new code studio course and will learn how to sequence commands, debug simple programs and customise variables in a simple game.

Search Technologies: Learn to use search technologies more effectively to select information for a purpose. They will use software to **combine** and present the information that they find.

MUSIC

Mamma Mia - As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.

Glockenspiel 2: This six-week Unit of Work introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills.

RELIGIOUS EDUCATION

Christianity: *A Good Life:* - Love your neighbour as yourself. *Making Sense of Life's Experiences:* Jesus' disciples, followers and friends.

Christmas - Good King Wenceslas

Buddhism

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A Good Life: Practice of Dhamma - Being kind and sympathetic to others (including animals) and giving generously.

PSHE

Me and My Relationships

- Human Machines
- Ok or Not ok?
- An email from Harold
- Different Feelings
- Under Pressure

Valuing Differences

- Can you sort it?
- What would I do?
- The people we share our world with
- This is such a stereotype!
- Friend or acquaintance?
- Islands

PE

Unit 1 - Personal

Co - Ordination: Footwork
Static Balance: One Leg

Unit 2 - Social

Dynamic Balance to Agility: Jumping and Landing
Static Balance: Seated

FRENCH

Journey to school

Weather

Numbers