

Curriculum Overview Year 4 Autumn Term 2017

Subject	Topics Covered	National Curriculum Links
English	<p>Character and setting description</p> <p>Persuasive texts</p> <p>Explanation texts</p> <p>Play scripts</p> <p>Narratives: Historical fiction</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Using dictionaries to check the meaning of words that they have read.</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Identifying themes and conventions in a wide range of books</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Discussing and recording ideas.</li> <li>• Draft and write by: composing and rehearsing</li> </ul>

		<p>sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <ul style="list-style-type: none"><li>• Organising paragraphs around a theme.</li><li>• In narratives, creating settings, characters and plot.</li><li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li><li>• Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</li><li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li><li>• Proof-read for spelling and punctuation errors.</li><li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li></ul> <p>Spelling, punctuation and grammar</p>
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- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause.
- Using fronted adverbials
- Using commas after fronted adverbials.
- Using and punctuating direct speech.
- Use further prefixes and suffixes and understand how to add them (English Appendix 1) Prefixes 'in-', 'il-', 'im-' and 'ir-' Suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')
- Spell further homophones
- Spell words that are often misspelt (English Appendix 1) Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' and words from the statutory spelling list
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys']

		<p>and in words with irregular plurals [for example, children's]</p> <ul style="list-style-type: none"> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
<p>Maths</p>	<p>Place value</p> <p>Addition and subtraction</p> <p>Multiplication and Division</p> <p>Geometry: symmetry</p> <p>Measurement: time</p> <p>Measurement: Area and perimeter</p> <p>Fractions</p>	<ul style="list-style-type: none"> <li>• Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</li> <li>• Order and compare numbers beyond 1000.</li> <li>• Find 1000 more or less than a given number.</li> <li>• Count backwards through zero to include negative numbers.</li> <li>• Recall and use addition and subtraction facts to 20 and 100 fluently, and derive and use related facts up to 1000.</li> <li>• Add or subtract mentally combinations of one digit and two digit numbers.</li> <li>• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>• Add or subtract</li> </ul>

mentally combinations of one digit and two digit numbers.

- Identify lines of symmetry in 2-D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry.
- Recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .
- Recognise and use factor pairs and commutativity in mental calculations.
- 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.
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- Read, write and convert time between 12 hour and 24 hour clocks
- Solve problems including converting from hours to minutes; minutes to seconds; years to months and weeks to days.
- Record and compare time in terms of seconds, minutes and hours.

		<ul style="list-style-type: none"> <li>• Compare durations of events (for example to calculate the time taken by particular events or tasks).</li> <li>• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</li> <li>• Find the area of rectilinear shapes by counting squares</li> <li>• Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>• Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>• Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> <li>• Add and subtract fractions with the same denominator.</li> </ul>
Science	Sound  States of matter	<ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating.</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear.</li> </ul>

		<ul style="list-style-type: none"> <li>• Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>
<p>Art and Design</p>	<p>Learning about William Turner Recreating a version of 'Mount Vesuvius in eruption'; 1817</p>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,</li> </ul>

		<p>pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> <li>• About great artists, architects and designers in history</li> </ul>
<p>PSHE and British Values</p>	<p>Identity, dreams and goals</p> <p>Rights and responsibilities</p> <p>Living in the wider world</p>	<p>Taken from PSHE guidance (Jigsaw with PSHE Association)</p>
<p>Computing</p>	<p>We are software developers- developing a simple educational game</p>	<ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>

<p>Design and Technology</p>	<p>Making Roman shields</p>	<ul style="list-style-type: none"><li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li><li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li><li>• Investigate and analyse a range of existing products.</li><li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li><li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li><li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li></ul>
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<p>Geography</p>	<p>Can the earth shake, rattle and roll?</p>	<ul style="list-style-type: none"> <li>• Physical geography, including: volcanoes and earthquakes key aspects, distribution and 'the Pacific Ring of Fire'.</li> <li>• Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
<p>History</p>	<p>What happened when the Romans came?</p>	<ul style="list-style-type: none"> <li>• Know and understand significant aspects of the history of the wider world, the nature of ancient civilisations, the expansion and dissolution of empires</li> <li>• The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica, 'Romanisation' of Britain:</li> </ul>

		<p>sites, culture and beliefs including early Christianity. Understand historical concepts and use them to make connections, contrasts, frame historically valid questions and create structured accounts.</p>
Music	<p>Dragon scales</p> <p>Melodies and accompaniment based on the pentatonic scale.</p>	<ul style="list-style-type: none"> <li>• Exploring pentatonic scales, developing pentatonic scales and creating short melodies and accompaniments</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> </ul>
PE	<p>Tennis</p> <p>Gymnastics</p>	<ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> <li>• Develop flexibility, strength, technique, control and balance [for example,</li> </ul>

		<p>through athletics and gymnastics] perform dances using a range of movement patterns.</p> <ul style="list-style-type: none"> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
RE	Sikh Rights of passage	Taken from R.E guidance.