

Year 4 Autumn Term Curriculum Overview 2020

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills. <ul style="list-style-type: none"> To add and subtract numbers mentally (YR3) To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) To order and compare numbers beyond 1000 To recall multiplication and division facts for multiplication tables up to 12×12 To 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 To recognise and use factor pairs and commutativity in mental calculations To 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 To read, write and convert time between analogue and digital 12- and 24-hour clocks To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days To convert between different units of measure To add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. 						Assessment Week	On-going application of mental, communication, problem solving and reasoning skills. <ul style="list-style-type: none"> To 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 To understand unit and non-unit fractions with denominators ≤ 12 (YR3) To recognise and show, using diagrams, families of common equivalent fractions To count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. To recognise and write decimal equivalents of any number of tenths or hundredths To find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths To add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate To convert between different units of measure [for example, kilometre to metre; hour to minute] To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. To round any number to the nearest 10, 100 or 1000 To multiply two-digit and three-digit numbers by a one-digit number using formal written layout. 						Assessment Week
	ENGLISH	Gregory Cool by Caroline Binch <ul style="list-style-type: none"> To respond to illustrations – consider the setting and make predictions for a story To infer and deduce information about the characters To deepen their understanding of the characters and setting To build a varied and rich vocabulary To write short play scripts To create performance poetry To research and produce fact files linked to information from the text To retell the story from a characters point of view To research about a country and create a travel guide. Possible Writing Outcomes <ul style="list-style-type: none"> Stories with settings Character descriptions Poetry Playscripts Information texts Travel guides. 						Varjak Paw by SF Said <ul style="list-style-type: none"> To develop positive attitudes to reading by listening to and discussing a wide range of fiction To increase familiarity with a range of books Identify themes and conventions To discuss words and phrases that capture readers’ interest and imagination To ask questions to improve understanding of the text To draw inferences and justify inferences with evidence Identify how language and structure contribute to meaning To plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar To plan writing by discussing and recording ideas To draft and write by composing and rehearsing sentences orally To write for different purposes including about fictional personal experiences To assess the effectiveness of their own and others’ writing and suggest improvements To proof-read for spelling and punctuation errors To write by organising paragraphs around a theme. Possible Writing Outcomes <ul style="list-style-type: none"> Recount (diary entries) Poetry Newspaper report Narrative (written from another point of view). 						
SCIENCE		Electricity <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit 						States of Matter <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases 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 ($^{\circ}\text{C}$) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Star scientist – Joseph Priestley. 						

HALF TERM

Year 4 Autumn Term Curriculum Overview 2020

	<ul style="list-style-type: none"> Recognise some common conductors and insulators, and associate metals with being good conductors Star scientists – Michael Faraday and Garrett Morgan. 						
HISTORY							
GEOGRAPHY	<p><u>Can you come on a great American Road Trip?</u></p> <ul style="list-style-type: none"> To use the eight points of the compass, with an atlas, map and/or Google™ Earth, to locate cities in the continent of North America, and to discover something about (some of) these cities and their states To discover something about South American regions, countries and cities, and improve knowledge about the differences between continent, country and city To research some countries and cities in North and South America, and identify similarities and differences To be able to name, locate and describe some of the main environmental regions of North and South America To research the historic Route 66 and some of the cities it went/goes through To complete the unit by making the Big Finish presentation, and to elicit learning through question-and-answer time, and conversation. 						
ART	<p><u>Distant Villages</u></p> <ul style="list-style-type: none"> Select and use relevant resources, stimuli to help generate and build ideas Collect images and information independently in a sketchbook Plan and create different effects and textures with paint or paper according to what they need for the task To create pastel drawings of a scene in Tobago of a beach/fruit market To look at the effects of using pastels to create different styles of drawing in keeping with a Tobago theme To progress to using paper to create shadow effects, link to English POR Reflect on their artworks and the artwork of others, giving reasons for their comments and identifying how to improve their work. <p><u>Artist: Nicole Awai</u></p>						
DT							

<p><u>What were the greatest changes in Crime and Punishment?</u></p> <ul style="list-style-type: none"> To understand how and why laws and punishments change over time I can explain how attitudes towards crime have changed over time To understand how and why the police force has changed over time To understand that views on what is a punishment have changed over time To understand how and why attitudes towards the suffragettes have changed over time To share our knowledge about the changes in Crime and Punishment. 						
<p><u>Light-Up Signs</u></p> <ul style="list-style-type: none"> Use research and design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at a particular individual or group Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 						

Year 4 Autumn Term Curriculum Overview 2020

COMPUTING	COMPUTING STRAND: Computer Science Unit 4.1 Coding – Program; 2Code						Catch-up/ Consolidation
	<ul style="list-style-type: none"> To review coding vocabulary To use a sketch or storyboard to represent a program design and algorithm To use the design to create a program To introduce the If/else statement and use it in a program To create a variable To explore a flowchart design for a program with an if/else statement To create a program which responds to the If/else command, using the value of the variable. To create a program with a character that repeats actions To use the Repeat until command to make characters repeat actions To program a character to respond to user keyboard input. To make timers and counting machines using variables to print a new number to the screen every second To explore how 2Code can be used to investigate control by creating a simulation To know what decomposition and abstraction are in computer science To take a real-life situation, decompose it and think about the level of abstraction To design a decomposed feature of a real-life situation. 						
FRENCH	<u>Les Fruits (Fruits)</u>						<u>La Phonétique (Phonetics - Lesson 1)</u>
	<ul style="list-style-type: none"> To name and recognise up to 10 fruits in French To attempt to spell some of these nouns To ask somebody in French if they like a particular fruit To say what fruits they like and dislike. 						<p>To look at the first 4 out of a total of 18 essential French sound patterns / phonemes (CH, OU, ON, OI) to improve French pronunciation and be able to read with improved accuracy.</p>
PE	<u>Tennis</u>						
	<ul style="list-style-type: none"> To be in the correct position to move and receive/ return the ball To be alert to opposing player 						
							<ul style="list-style-type: none"> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. <p>Designers/Focus: https://www.carousellights.com/our-lights/lightboxes/</p>
	Catch-up/ Consolidation	COMPUTING STRAND: Information Technology Unit 4.3 Spreadsheets – Programs; 2Calculate				Catch-up/ Consolidation	
		<ul style="list-style-type: none"> To use the formula wizard in the advanced mode to add formulae and explore formatting cells To use the timer and spin button To use line graphs To use spreadsheet for budgeting To explore Place Value with a spreadsheet. 					
	<u>La Phonétique (Phonetics - Lesson 2)</u>	<u>Les Legumes (Vegetables)</u>					
	<p>To look at the next 4 out of a total of 18 essential French sound patterns / phonemes (I, IN, IQUE, ILLE) to improve French pronunciation and be able to read with improved accuracy.</p>	<ul style="list-style-type: none"> To name and recognise up to 10 vegetables in French To attempt to spell some of these nouns (including the correct article) To learn simple vocabulary to facilitate a role play about buying vegetables from a market stall To say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. 					
	<u>Dance</u>						
	<ul style="list-style-type: none"> To develop dance freeze frames based on a visual stimulus To work in small groups to create freeze frame positions 						

Year 4 Autumn Term Curriculum Overview 2020

- To identify types of throws to different targets
- To explore techniques used in a forehand shot
- To play in small games against opposition using forehand shots to score points
- To introduce backhand shots
- To attempt to self-feed for backhand shots
- To identify the differences between forehand and backhand shots
- To demonstrate ready positions to return serve
- To move towards and return a moving ball
- To return balls to different positions on the court
- To use tennis skills to play in doubles games
- To work together to score points
- To work together to stop opposition scoring points
- To play in a game keeping score
- To describe how to score in a variety of different scenarios in tennis
- To play competitively and cooperatively with others and against other.

- To develop freeze frame positions to include transitions
- To demonstrate how to link positions in a variety of ways
- To practice and perform a slide and roll
- To learn and replicate a set phrase
- To develop a short dance using unison and formations
- To describe different formations
- To perform in cannon routines and cannon lines
- To improve and extend mission set phrases
- To sequence movements in a logical order
- To work collaboratively in small groups to refine movements
- To evaluate own work
- To create a 5-action routine in accordance with theme
- To practice and perform a routine which includes an 'entering' star position.

Unit: Mamma Mia
Styles covered (Historical context): ABBA

Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.

MUSIC STRAND: Listen & Appraise

- Begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.

MUSIC STRAND: Musical Activities

Games

- Continue to internalise, understand, feel, know how the dimensions of music work together
- Focus on warm-up Games. Pulse, rhythm, pitch, tempo, dynamic
- Eventually explore the link between sound and symbol.

Singing

- Continue to sing, learn about singing and vocal health
- Continue to learn about working in a group/band/ensemble.

Playing

- Continue to play a classroom/band instrument in a group/band/ensemble
- Eventually explore the link between sound and symbol.

Improvisation

- Continue to explore and create your own responses, melodies and rhythms.

Composition

- Continue to create your own responses, melodies and rhythms and record them in some way

Unit: Glockenspiel Stage 2. Learning basic instrumental skills by playing tunes in varying styles
Styles covered (Historical context): Varying styles

Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.

MUSIC STRAND: Listen & Appraise

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MUSIC

Heads-Up Kids – Back To School Programme

- To enable children to transition back to the school environment and feel safe and secure through routine, consistency and ritual
- To enable children to share their experiences and feelings
- To normalise worries and other big feelings
- To enable children to manage uncertainty and change.

Induction Week

- To encourage children to express their views confidently and listen to and show respect for the views of others.

Black History Month

MUSIC

Anti-Bullying Week

- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help
- To be able to demonstrate some basic techniques for resisting peer pressure
- To know what a friend is and does and how to cope with some friendship problems
- To know that friendships change over time and having new and different types of friends. They have strategies to include people who are feeling lonely and excluded.

Developing A Healthier Lifestyle/Keeping Safe

- To know about and can name some of the early signs of physical illness. They know who to speak to in and outside of school if they are worried about their health

SRE/ PSHE

SRE/ PSHE

Year 4 Autumn Term Curriculum Overview 2020

- To recognise and challenge stereotypes. They respect the similarities and differences between people and celebrate them.

Ongoing Objectives

- To know what constitutes a positive, healthy relationship and to develop the skills to maintain these relationships – including the use of Chesed Stamps
- To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.

Chagim: Rosh Hashanah

- To know the different names for Rosh Hashanah and their meanings – Yom Teruah (Refer to Bamidbar 29:1), Rosh Hashanah, Yom Hadin, Yom Hazikaron
- To know that the blowing of the shofar on Rosh Hashanah is a mitzvah; but the shofar during Elul is a minhag
- To know the Minhag not to blow on Erev R. Hashanah to divide between the minhag and the mitzvah
- To know the reasons for blowing shofar and the brachah that is said for the shofar on Rosh Hashanah (give a number of reason allow children to evaluate)
- To know the Yehi Ratzon tefillah that is said with the apple + honey
- To know the brachot that are said for the candles – ‘Lehadlik ner shel yom tov’ and ‘Shehecheyanu’.

Chagim: Yom Kippur

- Erev Yom Kippur – to know the mitzvah of eating and drinking and to give extra Tzedakah. Entering in Yom Kippur in a state of security as we have done and continue to do teshuvah
- To know the the 5 forbidden acts on Yom Kippur, Eating, drinking, wearing leather shoes, use of creams, washing for pleasure
- To know that at the end of the fast, we begin building the Sukkah – a sign of our enthusiasm for doing Mitzvot and starting the year off in the way we want to go on.

Chagim: Succot/Shmini Atzeret/Simchat Torah

- The four names for Succot and their meaning: Succot, Chag Ha’asif, Zeman Simchatenu, Chag
- To know the link between the Arba’ah Minim and our body parts and the meaning of this symbolism
- To know what and who the Ushpizin are and how we welcome them into our Sukkah
- To know that the Ya’aleh ve’Yavo prayer is added to Birkat Hamazon
- Hoshana Rabbah – to have awareness of the seven Hakafot and the banging of the Aravot.

Skills

- To be able to read key pesukim and recognise key words
- To understand the mapik hey rule in Hebrew reading
- To review all script letters including finals.

Parasha

- Bereshit – self- control.
- Noach – using pleasant language.

- To know that medicines, when used responsibly, contribute to health. Children have basic knowledge about vaccinations, immunisations and allergies
- To say what is meant by the term ‘habit’. They can explain why habits can be hard to change. E.g. nail biting
- To know what alcohol is and understand the law surrounding alcohol and its risks and effects to the body
- To understand that drug use can become a habit which can be difficult to break.

Chagim: Chanukah

- To know the date of Chanukah
- To know the 2 different miracles of Chanukah, the oil and winning of battle
- To know the difference between a chanukia and menorah
- To know how the Mitzvah of Hiddur Mitzvah should be applied when it comes to Hadlakat Nerot Chanukah
- To know that the Chanukah Story is not written in the Torah and it is a Rabbinic Festival
- To know the laws for lighting the Chanukah on Erev Shabbat and Motzei Shabbat
- To know the significance of “Chanu Ka” – with reference to Chanukat Hamizbeach
- To know the historical context of the Chanukah story (Jewish history timeline).

Skills:

- To be confident to read a passage from modern Hebrew and identify the topic being discussed and for some to be able to translate the passage
- To know at least 10 words of the modern Hebrew topic (my free time and daily routine) and to be able to use these words to build sentences
- To be able to identify patterns in the present and past tense and for some to be able to write sentences in both tenses
- To understand and be able to read cholam chaser.

Topic: Tenach heroes

- To know who Chana was and her role in tefillah
- To understand how Miriam stood up for her beliefs
- To know different stories about King David
- To understand the Jewish view on humility and leadership
- To understand the Jewish view of braveness through Shifrah and Puah.

Parasha:

- Vayera – love for all human beings
- Chayei Sarah – gratitude
- Toldot – listening to your parents
- Vayetze – dealing with problems in a calm way
- Vayishlach –keeping away from bad influence
- Vayeshev – one bad deed can often lead to another
- Miketz – respect.