

## Year 4 Autumn Term Curriculum Overview 2021

	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	<b>On-going application of mental, communication, problem solving and reasoning skills.</b> <ul style="list-style-type: none"> <li>To add and subtract numbers mentally (YR3)</li> <li>To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>To order and compare numbers beyond 1000</li> <li>To recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>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</li> <li>To recognise and use factor pairs and commutativity in mental calculations</li> <li>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</li> <li>To read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> <li>To convert between different units of measure</li> <li>To add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</li> </ul>								Assessment Week	HALF TERM	<b>On-going application of mental, communication, problem solving and reasoning skills.</b> <ul style="list-style-type: none"> <li>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</li> <li>To understand unit and non-unit fractions with denominators <math>\leq 12</math> (YR3)</li> <li>To recognise and show, using diagrams, families of common equivalent fractions</li> <li>To count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>To recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>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</li> <li>To add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>To convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>To round any number to the nearest 10, 100 or 1000</li> <li>To multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</li> </ul>								Assessment Week
	ENGLISH	<b>Gregory Cool by Caroline Binch</b> <ul style="list-style-type: none"> <li>To respond to illustrations – consider the setting and make predictions for a story</li> <li>To infer and deduce information about the characters</li> <li>To deepen their understanding of the characters and setting</li> <li>To build a varied and rich vocabulary</li> <li>To write short play scripts</li> <li>To create performance poetry</li> <li>To research and produce fact files linked to information from the text</li> <li>To retell the story from a character’s point of view</li> <li>To research about a country and create a travel guide.</li> </ul>										HALF TERM	<b>Varjak Paw by SF Said</b> <ul style="list-style-type: none"> <li>To develop positive attitudes to reading by listening to and discussing a wide range of fiction</li> <li>To increase familiarity with a range of books Identify themes and conventions</li> <li>To discuss words and phrases that capture readers’ interest and imagination</li> <li>To ask questions to improve understanding of the text</li> <li>To draw inferences and justify inferences with evidence Identify how language and structure contribute to meaning</li> <li>To plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar</li> <li>To plan writing by discussing and recording ideas</li> <li>To draft and write by composing and rehearsing sentences orally</li> <li>To write for different purposes including about fictional personal experiences</li> <li>To assess the effectiveness of their own and others' writing and suggest improvements</li> <li>To proof-read for spelling and punctuation errors</li> <li>To write by organising paragraphs around a theme.</li> </ul>						
<b>Possible Writing Outcomes</b> <ul style="list-style-type: none"> <li>Stories with settings</li> <li>Character descriptions</li> <li>Poetry</li> <li>Playscripts</li> <li>Information texts</li> <li>Travel guides.</li> </ul>									HALF TERM	<b>Possible Writing Outcomes</b> <ul style="list-style-type: none"> <li>Recount (diary entries)</li> <li>Poetry</li> <li>Newspaper report</li> <li>Narrative (written from another point of view).</li> </ul>									

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<b>SCIENCE</b>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>To identify common appliances that run on electricity</li> <li>To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>To 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</li> <li>To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>To recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p>Star scientists – Michael Faraday and Garrett Morgan.</p>								<p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>To compare and group materials together, according to whether they are solids, liquids or gases</li> <li>To 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>To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p>Star scientist – Joseph Priestley</p>							
	<b>HISTORY</b>									<p><b>What were the greatest changes in Crime and Punishment?</b></p> <ul style="list-style-type: none"> <li>To understand how and why laws and punishments change over time</li> <li>To explain how attitudes towards crime have changed over time</li> <li>To understand how and why the police force has changed over time</li> <li>To understand that views on what is a punishment have changed over time</li> <li>To understand how and why attitudes towards the suffragettes have changed over time</li> <li>To share our knowledge about the changes in Crime and Punishment.</li> </ul>						
<b>GEOGRAPHY</b>		<p><b>Can you come on a great American Road Trip?</b></p> <ul style="list-style-type: none"> <li>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</li> <li>To discover something about South American regions, countries and cities, and improve knowledge about the differences between continent, country and city</li> <li>To research some countries and cities in North and South America, and identify similarities and differences</li> <li>To be able to name, locate and describe some of the main environmental regions of North and South America</li> <li>To research the historic Route 66 and some of the cities it went/goes through</li> <li>To complete the unit by making the Big Finish presentation, and to elicit learning through question-and-answer time, and conversation.</li> </ul>														
	<b>ART</b>	<p><b>Distant Villages</b></p> <ul style="list-style-type: none"> <li>To select and use relevant resources, stimuli to help generate and build ideas</li> <li>To collect images and information independently in a sketchbook</li> <li>To plan and create different effects and textures with paint or paper according to what they need for the task</li> <li>To create pastel drawings of a scene in Tobago of a beach/fruit market</li> <li>To incorporate layering into pictures in style of Nicole Awai</li> <li>To look at the effects of using pastels to create different styles of drawing in keeping with a Tobago theme</li> <li>To progress to using paper to create shadow effects, link to English POR</li> <li>To reflect on their artworks and the artwork of others, giving reasons for their comments and identifying how to improve their work</li> <li>To annotate work in sketchbooks, evaluating work and sharing opinions.</li> </ul> <p>Artist: Nicole Awai</p>														
<b>DT</b>										<p><b>Light-Up Signs</b></p> <ul style="list-style-type: none"> <li>To 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</li> <li>To 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>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul>						

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									<ul style="list-style-type: none"> <li>To 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>To investigate and analyse a range of existing products</li> <li>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> </ul>	
<b>COMPUTING</b>	<p><b>COMPUTING STRAND: Information Technology</b>  <b>Unit 4.3 Spreadsheets – Programs; 2Calculate</b></p> <ul style="list-style-type: none"> <li>To use the formula wizard in the advanced mode to add formulae and explore formatting cells</li> <li>To use the timer and spin button</li> <li>To use line graphs</li> <li>To use spreadsheet for budgeting</li> <li>To explore Place Value with a spreadsheet.</li> </ul>								Catch up / consolidation	<p>Designers/Focus: <a href="https://www.carouselights.com/our-lights/lightboxes/">https://www.carouselights.com/our-lights/lightboxes/</a></p> <p><b>COMPUTING STRAND: Computer Science</b>  <b>Unit 4.1 Coding – Program; 2Code</b></p> <ul style="list-style-type: none"> <li>To review coding vocabulary</li> <li>To use a sketch or storyboard to represent a program design and algorithm</li> <li>To use the design to create a program</li> <li>To introduce the If/else statement and use it in a program</li> <li>To create a variable</li> <li>To explore a flowchart design for a program with an if/else statement</li> <li>To create a program which responds to the If/else command, using the value of the variable.</li> <li>To create a program with a character that repeats actions</li> <li>To use the Repeat until command to make characters repeat actions</li> <li>To program a character to respond to user keyboard input.</li> <li>To make timers and counting machines using variables to print a new number to the screen every second</li> <li>To explore how 2Code can be used to investigate control by creating a simulation</li> <li>To know what decomposition and abstraction are in computer science</li> <li>To take a real-life situation, decompose it and think about the level of abstraction</li> <li>To design a decomposed feature of a real-life situation.</li> </ul>
<b>PE</b>	<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>To develop dance freeze frames based on a visual stimulus</li> <li>To work in small groups to create freeze frame positions</li> <li>To develop freeze frame positions to include transitions</li> <li>To demonstrate how to link positions in a variety of ways</li> <li>To practice and perform a slide and roll</li> <li>To learn and replicate a set phrase</li> <li>To develop a short dance using unison and formations</li> <li>To describe different formations</li> <li>To perform in cannon routines and cannon lines</li> <li>To improve and extend mission set phrases</li> <li>To sequence movements in a logical order</li> <li>To work collaboratively in small groups to refine movements</li> <li>To evaluate own work</li> <li>To create a 5-action routine in accordance with theme</li> <li>To practice and perform a routine which includes an ‘entering’ star position.</li> </ul>								<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>To become increasingly competent and confident to perform skills more consistently</li> <li>To be able to perform in time with a partner and group</li> <li>To use compositional ideas in sequence such as changes in height, speed and direction</li> <li>To develop strength and stamina through sustained periods of rigorous activity</li> <li>To practice and implement runs, leaps, jumps and locomotion in ore complex sequences</li> <li>To work collaboratively to perform with a partner.</li> </ul>	

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<b>MUSIC</b>	<p><b>Unit: Body and tuned percussion</b> <b>Theme: Rainforests</b></p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p><b>MUSIC STRAND:</b> <b>Listening, appraising and responding</b> <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> <li>• Recognising the use and development of motifs in music</li> <li>• Identifying gradual dynamic and tempo changes within a piece of music</li> <li>• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues)</li> <li>• Identifying common features between different genres, styles and traditions of music</li> <li>• Recognising, naming and explaining the effect of the interrelated dimensions of music</li> <li>• Identifying scaled dynamics (crescendo/decrescendo) within a piece of music</li> <li>• Using musical vocabulary to discuss the purpose of a piece of music.</li> </ul> <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> <li>• Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul> <p><b>Composing</b> <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> <li>• Composing a coherent piece of music in a given style with voices, bodies and instruments</li> <li>• Beginning to improvise musically within a given style (Blues)</li> <li>• Developing melodies using rhythmic variation, transposition, inversion, and looping</li> <li>• Creating a piece of music with at least four different layers and a clear structure</li> <li>• Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions</li> <li>• Suggesting improvements to others work, using musical vocabulary.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes</li> <li>• Singing and playing in time with peers, with accuracy and awareness of their part in the group performance</li> <li>• Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique</li> <li>• Playing syncopated rhythms with accuracy, control and fluency</li> <li>• Playing simple chord sequences (12 bar blues)</li> <li>• Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</li> </ul>	<p><b>Unit: Rock and Roll</b></p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p><b>MUSIC STRAND:</b> 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	<b>SRE/ PSHE</b>	<p><u>Induction Week</u></p> <ul style="list-style-type: none"> <li>• To encourage children to express their views confidently and listen to and show respect for the views of others.</li> </ul> <p><u>Black History Month</u></p>

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	<ul style="list-style-type: none"> <li>To recognise and challenge stereotypes. They respect the similarities and differences between people and celebrate them.</li> </ul> <p><u>Ongoing Objectives</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><u>Awareness Days/Weeks</u></p> <p>Black History Month</p> <p>Wellbeing Wednesdays</p> <p>10<sup>th</sup> October – World Mental Health Day</p>	<p><u>Developing A Healthier Lifestyle/Keeping Safe</u></p> <ul style="list-style-type: none"> <li>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</li> <li>To know that medicines, when used responsibly, contribute to health. Children have basic knowledge about vaccinations, immunisations and allergies</li> <li>To say what is meant by the term 'habit'. They can explain why habits can be hard to change. E.g. nail biting</li> <li>To know what alcohol is and understand the law surrounding alcohol and its risks and effects to the body</li> <li>To understand that drug use can become a habit which can be difficult to break.</li> </ul> <p><u>Road Safety Week</u></p> <ul style="list-style-type: none"> <li>To explain about potential risks in the locality. They can talk about how to manage those risks. They are able to recognise, predict and assess risks in different situations and decide how to manage them responsibly</li> <li>To understand the Green Cross Code and know why it is so important to cross safely where no crossing is available</li> <li>To know about the different types of road crossings and how to use them safely and know how to cross the road.</li> </ul> <p><u>British Values</u></p> <ul style="list-style-type: none"> <li>Democracy assembly plus follow-up work.</li> </ul> <p><u>Awareness Days</u></p> <p>Anti-Bullying Week Wellbeing Wednesdays Christmas Appreciation</p>
<p style="text-align: center;"><b>FRENCH</b></p>	<p><b>Les Instruments (The Instruments)</b></p> <ul style="list-style-type: none"> <li>To name ten instruments in French</li> <li>To remember the words for at least five instruments and their correct gender in French, unaided</li> <li>To say that they play an instrument of their choice correctly in French.</li> </ul> <p><b>La Phonetique (Phonetics - Lesson 2)</b></p> <ul style="list-style-type: none"> <li>To look at 4 essential sound patterns / phonemes ( I, IN, IQUE, ILLE) to improve pronunciation and read with improved accuracy.</li> </ul>	<p><b>Les Légumes (Vegetables)</b></p> <ul style="list-style-type: none"> <li>To name and recognise up to 10 vegetables in French</li> <li>To attempt to spell some of these nouns (including the correct article)</li> <li>To learn simple vocabulary to facilitate a role play about buying vegetables from a market stall</li> <li>To say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>
<p style="text-align: center;"><b>JS</b></p>	<p><b>Chagim: Rosh Hashanah</b></p> <ul style="list-style-type: none"> <li>To know the different names for Rosh Hashanah and their meanings – Yom Teruah (Refer to Bamidbar 29:1), Rosh Hashanah, Yom Hadin, Yom Hazikaron</li> <li>To know that the blowing of the shofar on Rosh Hashanah is a mitzvah; but the shofar during Elul is a minhag</li> <li>To know the Minhag not to blow on Erev R. Hashanah to divide between the minhag and the mitzvah</li> <li>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)</li> <li>To know the Yehi Ratzon tefillah that is said with the apple + honey</li> <li>To know the brachot that are said for the candles – ‘Lehadlik ner shel yom tov’ and ‘Shehecheyanu’.</li> </ul> <p><b>Chagim: Yom Kippur</b></p> <ul style="list-style-type: none"> <li>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</li> <li>To know the the 5 forbidden acts on Yom Kippur, Eating, drinking, wearing leather shoes, use of creams, washing for pleasure</li> </ul>	<p><b>Chagim: Chanukah</b></p> <ul style="list-style-type: none"> <li>To know the date of Chanukah</li> <li>To know the 2 different miracles of Chanukah, the oil and winning of battle</li> <li>To know the difference between a chanukia and menorah</li> <li>To know how the Mitzvah of Hiddur Mitzvah should be applied when it comes to Hadlakat Nerot Chanukah</li> <li>To know that the Chanukah Story is not written in the Torah and it is a Rabbinic Festival</li> <li>To know the laws for lighting the Chanukah on Erev Shabbat and Motzei Shabbat</li> <li>To know the significance of “Chanu Ka” – with reference to Chanukat Hamizbeach</li> <li>To know the historical context of the Chanukah story (Jewish history timeline).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>

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- 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 Sukkot and their meaning: Sukkot, 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
- Lech Lecha – going out of your way to help others
- Vayera – love for all human beings
- Chayei Sarah – gratitude.

### 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 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.

### Parasha:

- 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
- Vayigash – making strangers welcome
- Vayechi – working together.

### Topic: Tenach Heroes

- To understand the Jewish view of braveness through Shifrah and Puah
- To know the different ways to describe Devorah as a leader
- To understand the greatest form of compassion from Elisha
- To be able to describe the Jewish view of humility and leadership.