Curriculum Overview

Year 4 Autumn Term

Subject	Content
Religious Education	**Creation and the Story of Abraham to Joseph** • 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. **Jesus teaches us how to pray** • 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. **Advent** • 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.
RSE	**Created and Loved by God** • In these sessions we explore understanding differences, respecting our bodies, puberty and changing bodies (recommended for Year 4+), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.
English	**Reading** • 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:
Stories in familiar settings
- make up sentences with prepositional phrases
- write about settings using extended descriptive language
- write sentences using adverbs to describe how HH characters do something

Non-chronological reports
- experiment with different conjunctions in sentences
- discuss differences between fiction and non-fiction
- discuss the different ways in which information can be presented in books.
- write using extended sentences of more than one clause

Recounts
- look at the features of recounts in detail
- change adjectives into adverbs by adding
- begin to learn about the perfect form of verbs

Poetic form
- describe the structure of a haiku poem
- list the past tense forms of irregular verbs
- discuss ways in which syllables can be added to or removed from a line of syllabic poetry

Grammar, Punctuation and Spelling:
- 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.
Mathematics	**Place Value** - count in multiples of 6, 7, 9. 25 and 1000. - find 1000 more or less than a given number - 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 - count backwards through zero to include negative numbers **Addition and Subtraction** - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - estimate and use inverse operations to check answers to a calculation - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why **Length and Perimeter** - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - convert between different units of measure [for example, kilometre to metre] **Multiplication and Division**

	- recall and use multiplication and division facts for multiplication tables up to 12 × 12 - count in multiples of 6, 7, 9. 25 and 1000 - 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 - solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
Physics	**Sound** - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds 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
Biology	**Living things and their Environments** - explore and compare the differences between things that are living, that are dead and that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and microorganisms - recognise that environments can change and that this can sometimes pose dangers to living things - describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death)
Computing	**Unit One: Coding**

Design, Code, Test and Debug
- Children can explore different object types in 2Code.
- Children can use a background and objects to create a scene.
- Children can plan an algorithm for their scene and use 2Code to program it.

IF Statements
- Children can create a program that includes an IF statement.
- Children can interpret a flowchart that depicts an IF statement.
- Co-ordinates
- Children can make use of the X and Y properties of objects in their coding.
- Children can create a program that includes an IF statement.

Repeat Until and IF/ELSE Statements
- Children can read code that includes repeat until and IF/ ELSE and explain how it works.
- Children can create a program that includes an IF/ ELSE statement.
- Children can interpret a flowchart that depicts an IF/ ELSE statement.
- Number Variables
- Children can explain what a variable is in programming.
- Children can create and use variables when programming.
- Making a Playable Game
- Children can read code that includes repeat until and IF/ ELSE and explain how it works.
- Children can create a program that includes and IF/ ELSE statement.
- Children can interpret a flowchart that depicts an IF/ ELSE statement.

Unit Two: Online Safety
Going Phishing
- Children know that security symbols such as a padlock protect their identity online.
- Children know the meaning of the term 'phishing' and are aware of the existence of scam websites.
- Children can explain what a digital footprint is and how it relates to identity theft.
- Children can give examples of things that they would not want to be in their digital footprint.

Beware Malware
- Children can identify possible risks of installing free and paid for software.

- Children know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer.
- Children know what a computer virus is.

Plagiarism
- Children can determine whether activities that they undertake online, infringe another's' copyright. They know the difference between researching and using information and copying it Children know about citing sources that they have used.

Healthy Screen-Time
- Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities.
- Children can give reasons for limiting screen time.

Unit Three: Spreadsheets
Formula Wizard and Formatting Cells
- Children can use the number formatting tools within 2Calculate to appropriately format numbers.
- Children can add a formula to a cell to automatically make a calculation in that cell. 2 Using the Timer and Spin Buttons
- Children can use the timer, random number and spin button tools.
- Children can combine tools to make fun ways to explore number.

Line Graphs
- Children can use a series of data in a spreadsheet to create a line graph.
- Children can use a line graph to find out when the temperature in the playground will reach 20°C.

Using a Spreadsheet for Budgeting
- Children can make practical use of a spreadsheet to help them plan actions.
- Children can use the currency formatting in 2Calculate.

Exploring Place Value with a Spreadsheet
- Children can allocate values to images and use these to explore place value.
- Children can use a spreadsheet made in 2Calculate to check their understanding of a mathematical concept

Creative Curriculum

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.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

YEAR A
Autumn 1 : Community

Main focus: Geography- Settlements
We will compare a village and city settlement and begin understand the necessary features of successful settlements.

- explain about key natural resources e.g. water, food, fuel in the locality and how communities developed around these important resources
- know how communities develop around the important resources for life e.g. water, food, fuel
- understand the effect of landscape features on the development of a locality
- understand why there are similarities and differences between places
- recognise that people have differing quality of life living in different locations and environments

Secondary focus: History Roman Britain- Invasion and settlement
We will learn about a the structure of communities in Roman Britain

- communicate his/her learning in an organised and structured way, using appropriate terminology
- use a variety of resources to find out about aspects of life in the past
- place some Roman Britain in a chronological framework

YEAR A
Autumn 1 : Journeys

Main focus: History – Roman Britain- transport and journeys

- place some Roman Britain in a chronological framework
- use sources of information in ways that go beyond simple observations to answer questions about the past
- communicate his/her learning in an organised and structured way, using appropriate terminology
- use historic terms related to the period of study
- understand that sources can contradict each other
- use a variety of resources to find out about aspects of life in the past

Secondary focus: Geography

- use maps, atlases and a globe to locate countries in Europe
- recognise the different shapes of continents
- draw accurate maps with more complex keys and / or demonstrate patterns
- know how the locality is set within a wider geographical context

YEAR A
Autumn 2 : Celebrations

YEAR B
Autumn 2 : Memories

Main focus: Design Technology - make a Pop– up Book We will explore books with moving parts and learn techniques for making varied movements. • make labelled drawings and ICT modelling to show a design from different views • develop a clear idea of what has to be done, planning how to use materials, equipment and processes • evaluate products and identify criteria that can be used for their own designs • select appropriate tools and techniques for making their product • measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • join and combine materials and components accurately in temporary and permanent ways • evaluate their work both during and at the end of the project	**Main focus**: Design Technology - make a Photograph Frame • make labelled drawings and ICT modelling to show a design from different views • develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • evaluate products and identify criteria that can be used for their own designs • select appropriate tools and techniques for making their product • measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • join and combine materials and components accurately in temporary and permanent ways • to measure, tape or pin, cut and join fabric with some accuracy • evaluate their work both during and at the end of the assignment

Physical Education	**Swimming** **Learning Outcomes:** • to perform correct back crawl arm action. • to perform correct back crawl leg action. • to regulate breathing. • to evaluate their own performance. • discuss safe self-rescue. **Gymnastics** **Learning Outcomes:** to accelerate and decelerate whilst travelling. to develop some knowledge of Rhythmic Gymnastics. perform a roll using control, body tension and flow. to use equipment within a sequence. identify well performed skills when watching other groups. **Dance** **Learning Outcomes:** • able to express cheeky and over the top dynamics. • able to demonstrate physical skill – flexed wrists. • able to demonstrate Charleston technique – footwork patterns. • able to demonstrate relationships - mirroring. • able to demonstrate contrasting levels in still positions.
MFL	**Presenting myself** • Count to 20 in French. • Say their name and age in French. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live in French. • Tell you if they are French or English, introducing concept of gender and agreement. **Nursery Rhymes** • To introduce the children to the familiar nursery rhyme and song Brille, Brille Petite Étoile in French, starting to explore the patterns and sounds of language through songs and rhymes.

PSHE	• can discuss and make choices about how to develop a healthy lifestyle by knowing the importance of a healthy diet and regular exercise