

# Termly Curriculum Overview

## Year 4 – Autumn Term



**Shottermill  
Junior School**

Area of the Curriculum	Learning Experiences
<p><b>English</b></p>	<p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• explore nature poems and haikus</li> <li>• form opinions on poems</li> <li>• explore rhythm, rhyme and the structure of poetry</li> </ul> <p><u>Instructions and explanations</u></p> <ul style="list-style-type: none"> <li>• to organise paragraphs around a theme</li> <li>• To write a simple set of instructions using imperative verbs</li> </ul> <p><u>Information texts</u></p> <ul style="list-style-type: none"> <li>• To identify key features of a non-chronological report</li> <li>• Formal report writing</li> <li>• Note taking</li> </ul> <p><u>Reading and sharing stories from around the world</u></p> <ul style="list-style-type: none"> <li>• To listen to and discuss stories</li> <li>• To use descriptive language including similes, metaphors and personification</li> </ul>
<p><b>Mathematics</b></p>	<p><u>Place value</u></p> <ul style="list-style-type: none"> <li>• recognise numbers up to 4 digits</li> <li>• ordering and comparing numbers beyond 1000</li> <li>• Round any number to the nearest 10, 100 and 1000</li> <li>• Count in multiples of 25 and 1000</li> <li>• Count backwards through zero to include negative numbers</li> </ul> <p><u>Addition and subtraction:</u></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers with up to 4 digits using the formal written methods</li> <li>• Understanding how to ‘exchange’</li> <li>• Estimate and use inverse operations to check answers</li> <li>• Solve one and two step word problems</li> </ul> <p><u>Measurement: Length and Perimeter</u></p> <ul style="list-style-type: none"> <li>• Measure and calculate the perimeter of a rectilinear figure in centimetres and metres</li> <li>• Convert between different units of measure</li> </ul> <p><u>Multiplication and division:</u></p> <ul style="list-style-type: none"> <li>• Recall and use multiplication and division fact for multiplication tables up to 12x12</li> <li>• Count in multiples of 6,7 and 9</li> <li>• Use place value, known and derived facts to multiply and divide mentally</li> <li>• Solve problems involving multiplying and dividing</li> </ul>
<p><b>Science</b></p>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans</li> <li>• Identify the different types of teeth in humans and their simple</li> </ul>

	<p>functions</p> <ul style="list-style-type: none"> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> <p><u>Sound</u></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating</li> <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> </ul>
Computing	<p><u>E-Safety</u></p> <ul style="list-style-type: none"> <li>To become familiar with the school's acceptable use policy and to develop online protocols in order to stay safe</li> </ul> <p><u>iMovie</u></p> <ul style="list-style-type: none"> <li>Video record and edit a film with sound</li> </ul> <p><u>Probots</u></p> <ul style="list-style-type: none"> <li>Programming and algorithms to repeat and create complex shapes</li> </ul>
Art & Design	<p><u>Textiles</u></p> <ul style="list-style-type: none"> <li>Experiment with textiles, colour and stitch telling a story (Medusa)</li> </ul>
Design & Technology	<p><u>Structures and stability</u></p> <ul style="list-style-type: none"> <li>Desk tidy - 3D shapes and nets, sustainability, joining materials and how containers are used for different purposes.</li> </ul>
Geography	<p><u>Mountains –</u></p> <ul style="list-style-type: none"> <li>To be able to identify the major mountains of the world and the UK</li> <li>To understand how mountains are formed.</li> <li>To recognise how the different features of mountain ranges have been shaped over time.</li> </ul>
History	<p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> <ul style="list-style-type: none"> <li>To understand how the Stone Age to Bronze Age period impacted on life in Britain.</li> <li>To understand how early man survived in a harsh environment.</li> <li>To investigate how copper mining was crucial to the Bronze Age and why Stonehenge was built.</li> <li>To investigate why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.</li> </ul>
Languages	<p><u>French</u></p> <ul style="list-style-type: none"> <li>Greetings, European countries and cities, Francophone countries and transport</li> </ul>
Music	<p><u>Keyboard skills</u></p> <ul style="list-style-type: none"> <li>Creating melody and improvisation</li> <li>Use of CHORDS and BASS in simple structures.</li> </ul>
Physical Education	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>Learn to balance using specific planned shapes.</li> <li>Move into and from balances with control and accuracy.</li> <li>Plan and perform short sequences, including paired balances.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>To perform dances using a range of movement patterns.</li> <li>To compare their performances with previous ones.</li> </ul> <p><u>Competitive games</u></p> <ul style="list-style-type: none"> <li>To apply basic principles suitable for attacking and defending.</li> </ul>
Religious Education	<p><u>Sikhism</u></p> <ul style="list-style-type: none"> <li>Understand what it means to be a Sikh.</li> <li>Make links between Sikh symbols and Sikh ways of life.</li> <li>Understand the three main duties and how Sikhs worship.</li> </ul>

	<p><u>What is Wisdom?</u></p> <ul style="list-style-type: none"> <li>• Understand that wisdom is a set of values and experiences which guide people in their lives</li> <li>• Investigate how wise sayings from important books and leaders can help people live their lives</li> <li>• Understand that for some people, wisdom is found within God and for others it is found apart from God</li> </ul>
<p>Personal, Social, Health &amp; Economic Education</p>	<p><u>Jigsaw Curriculum - Being Me in My World</u></p> <ul style="list-style-type: none"> <li>• To understand how to make others feel welcome and work well with others.</li> <li>• To understand how to care about other people's feelings and make out school community a better place.</li> <li>• To respect everyone's right to learn.</li> </ul>
<p>Supporting Educational Visits</p>	<ul style="list-style-type: none"> <li>• Stone Age Workshop</li> </ul>