

Termly Curriculum Overview

Year 4 – Autumn Term



**Shottermill
Junior School**

| Area of the Curriculum | Learning Experiences |
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| English | <p><u>Poetry</u></p> <ul style="list-style-type: none"> • explore nature poems and haikus • form opinions on poems • explore rhythm, rhyme and the structure of poetry <p><u>Instructions and explanations</u></p> <ul style="list-style-type: none"> • to organise paragraphs around a theme • To write a simple set of instructions using imperative verbs <p><u>Developing storytelling</u></p> <ul style="list-style-type: none"> • To watch and discuss animation stories • To use descriptive language including similes, metaphors and personification • To develop setting descriptions • To write from a point of view |
| Mathematics | <p><u>Place value</u></p> <ul style="list-style-type: none"> • recognise numbers up to 4 digits • ordering and comparing numbers beyond 1000 • Round any number to the nearest 10, 100 and 1000 • Count in multiples of 25 and 1000 • Count backwards through zero to include negative numbers <p><u>Addition and subtraction:</u></p> <ul style="list-style-type: none"> • Add and subtract numbers with up to 4 digits using the formal written methods • Understanding how to 'exchange' • Estimate and use inverse operations to check answers • Solve one and two step word problems <p><u>Measurement: Length and Perimeter</u></p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of a rectilinear figure in centimetres and metres • Convert between different units of measure <p><u>Multiplication and division:</u></p> <ul style="list-style-type: none"> • Recall and use multiplication and division fact for multiplication tables up to 12x12 • Count in multiples of 6,7 and 9 • Use place value, known and derived facts to multiply and divide mentally • Solve problems involving multiplying and dividing <p><u>Measurement: Area</u></p> <ul style="list-style-type: none"> • Counting squares • Making shapes • Comparing area |
| Science | <u>Animals, including humans</u> |

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| | <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey <p><u>Sound</u></p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating 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 |
| Computing | <p><u>E-Safety</u></p> <ul style="list-style-type: none"> To become familiar with the school's acceptable use policy and to develop online protocols in order to stay safe <p><u>iMovie</u></p> <ul style="list-style-type: none"> Video record and edit a film with sound <p><u>PowerPoint and google slides</u></p> <ul style="list-style-type: none"> To create slides and learn how to save on the cloud |
| Art & Design | <p><u>Traditional Crafts</u></p> <ul style="list-style-type: none"> To learn and develop the skill of weaving, using a variety of materials. To study the art of Stone Age man, including making natural dyes and paints. To create artwork inspired by Stonehenge. |
| Design & Technology | <p><u>Structures and stability</u></p> <ul style="list-style-type: none"> Desk tidy - 3D shapes and nets, sustainability, joining materials and how containers are used for different purposes. |
| Geography | <p><u>Mountains –</u></p> <ul style="list-style-type: none"> To be able to identify the major mountains of the world and the UK To understand how mountains are formed. To recognise how the different features of mountain ranges have been shaped over time. |
| History | <p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> <ul style="list-style-type: none"> To understand how the Stone Age to Bronze Age period impacted on life in Britain. To understand how early man survived in a harsh environment. To investigate how copper mining was crucial to the Bronze Age and why Stonehenge was built. To investigate why Iron Age people developed hillforts and how important Druids were in Iron Age Britain. |
| Languages | <p><u>French</u></p> <ul style="list-style-type: none"> Greetings European countries and cities Learning about Francophone countries Naming different transports |
| Music | <p><u>Keyboard skills</u></p> <ul style="list-style-type: none"> This term will focus on right hand playing, whilst reinforcing the elements of music. Singing and performance skills will also be developed. |
| Physical Education | <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Learn to balance using specific planned shapes. Move into and from balances with control and accuracy. Plan and perform short sequences, including paired balances. |

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| | <p><u>Dance</u></p> <ul style="list-style-type: none"> • To perform dances using a range of movement patterns. • To compare their performances with previous ones. <p><u>Games</u></p> <ul style="list-style-type: none"> • Outdoor Adventurous Activities - team building • Games - an introduction |
| Religious Education | <p><u>Christianity</u></p> <p><u>What did Jesus say about God's kingdom – and why was it good news?</u></p> <ul style="list-style-type: none"> • God's Kingdom is God's rule on earth and Jesus is the ruler of God's Kingdom • people who follow Jesus make up the Church and are members of God's Kingdom <p>Jesus taught his followers how to live in his Kingdom, including:</p> <ul style="list-style-type: none"> • how they should treat others, how they should spend their time and how they should spend their money <p><u>For Christians, is Communion a celebration, or an act of remembrance?</u></p> <ul style="list-style-type: none"> • Jesus was Jewish and so celebrated Passover and the Last Supper is linked to the Passover meal • the story of the Last Supper and what Jesus said to the disciples • the symbols of communion are a way of remembering Jesus and his sacrifice and many Christians also talk about 'celebrating' communion, as a way of being • sharing communion as a group Christians are showing unity, and are 'in communion' with each other |
| Personal, Social, Health & Economic Education | <p><u>Jigsaw Curriculum - Being Me in My World</u></p> <ul style="list-style-type: none"> • To understand how to make others feel welcome and work well with others. • To understand how to care about other people's feelings and make out school community a better place. • To respect everyone's right to learn. |
| Supporting Educational Visits | <ul style="list-style-type: none"> • Stone Age Workshop |