

Termly Curriculum Overview

Year 4 – Autumn Term



**Shottermill
Junior School**

Area of the Curriculum	Learning Experiences
English	<u>Poetry</u> • explore nature poems and haikus • form opinions on poems • explore rhythm, rhyme and the structure of poetry <u>Developing storytelling</u> • 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 <u>Instructions and explanations</u> • to organise paragraphs around a theme • To write a simple set of instructions using imperative verbs
Mathematics	<u>Place Value</u> • count in multiples of 6, 7, 9, 25 and 1,000 • find 1,000 more or less than a given number • count backwards through 0 to include negative numbers • recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) • order and compare numbers beyond 1,000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1,000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value <u>Addition and Subtraction</u> • 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 <u>Area</u> • find the area of rectilinear shapes by counting squares <u>Multiplication and division:</u> • recall multiplication and division facts for multiplication tables up to 12×12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers

	recognise and use factor pairs and commutativity in mental calculations
Science	<u>Animals, including humans</u> - 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 <u>Sound</u> - 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	<u>E-Safety</u> - To become familiar with the school's acceptable use policy and to develop online protocols in order to stay safe <u>iMovie</u> - Video record and edit a film with sound <u>PowerPoint and Google slides</u> - To create slides and learn how to save on the cloud
Art & Design	<u>Traditional Crafts</u> - 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	<u>Structures and stability</u> Desk tidy - 3D shapes and nets, sustainability, joining materials and how containers are used for different purposes.
Geography	<u>Mountains</u> - 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	<u>Changes in Britain from the Stone Age to the Iron Age</u> - 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	<u>French</u> - Greetings - European countries and cities - Learning about Francophone countries - Naming different transports
Music	<u>Ukuleles</u> This term will focus will be learning the different parts of the Ukulele, names of the strings, learning chords and accompanying familiar songs.
Physical Education	<u>Gymnastics</u>

	• Learn to balance using specific planned shapes. • Move into and from balances with control and accuracy. • Plan and perform short sequences, including paired balances. <u>Dance</u> • To perform dances using a range of movement patterns. • To compare their performances with previous ones. <u>Team Games and OAA</u> • Outdoor Adventurous Activities - team building. • Team Games - an introduction to invasion games. Develop skills in coordination, communication and control, in a variety of game style activities.
Religious Education	<u>Christianity</u> <u>What did Jesus say about God's kingdom – and why was it good news?</u> • 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 Jesus taught his followers how to live in his Kingdom, including: • how they should treat others, how they should spend their time and how they should spend their money <u>How can artists help us to understand what Christians believe and do?</u> • To understand that Christian art often uses symbols and words to communicate ideas about, and understandings of God • To know that Christians have used art for 2,000 years to 'talk' about God and to worship God • To learn that the cross and Nativity art are used to express many aspects of the Christian understanding of the Incarnation and Salvation
Personal, Social, Health & Economic Education	<u>Jigsaw Curriculum:</u> <u>Being Me in My World</u> • 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. <u>Celebrating Difference</u> • Accept that everyone is different • Include others when playing and working • To try to solve problems • To use kind words
Supporting Educational Visits	• Stone Age Workshop, date to be confirmed