

## Autumn Term Curriculum Overview for Year 4 2016

<u>ENGLISH</u>	<u>MATHEMATICS</u>	<u>PERSONAL SOCIAL HEALTH EDUCATION</u>
<ul style="list-style-type: none"><li>• Revision of alphabetical order.</li><li>• Dictionary work.</li><li>• Sentence structure and how word order affects meaning.</li><li>• Use conjunctions to join sentences.</li><li>• Recognise and use parts of speech-Nouns and Pronouns, Adjectives, Verbs, Adverbs.</li><li>• Comprehension work -to read, understand and answer inferential, deductive and evaluative questions.</li><li>• Creative writing – To appreciate the importance of Planning before writing. To use a variety of planning devices-Write imaginative stories, descriptive riddles, an informal letter, a sensory poem, writing instructions and factual accounts – cross curricular links with Ancient Egyptians.</li><li>• To develop their editing and proof reading skills.</li><li>• Individual and class reading.</li><li>• Weekly spelling, phonic work and dictation exercises.</li></ul>	<ul style="list-style-type: none"><li>• Place value- Adding and subtracting multiples of ten, hundred and thousand to a number.</li><li>• Roman Numerals to 100.</li><li>• Rounding numbers to the nearest T, H and TH.</li><li>• Columnar addition up to 4 digits using carrying, importance of knowing number bonds.</li><li>• Subtraction-Crossing tens/counting on method and columnar decomposition method working up to TH H T U.</li><li>• 2D and 3D Shapes- names and properties of shapes. Identify lines of symmetry in 2D shapes. Identify angles-right, acute and obtuse.</li><li>• Multiplication-doubling, halving, factors, products. Using the Grid Method for Multiplication. Multiply TU and HTU by one digit using formal written layout.</li><li>• Division without remainders.</li><li>• Measuring length – conversion of units km, m, cm, mm, estimation and practical measuring and recording of objects.</li><li>• Continue to practise times tables and mental arithmetic work.</li><li>• Weekly mental maths tests covering all the topics.</li></ul>	<ul style="list-style-type: none"><li>• Discuss the School Code of Conduct (rules) and from it, create a class Contract of Rules.</li><li>• School Values-honesty, enthusiasm, perseverance, respect, kindness, politeness, teamwork.</li><li>• Personal goals and continued self-reflection.</li><li>• Learning Habits -Motivation, Empathy.</li><li>• Fundamental British Values (respect for own culture, beliefs and others)</li><li>• Discuss our personal worries and the importance of sharing them and the various methods of communication.</li><li>• E safety.</li><li>• Relationships with friends- Characteristics of good friendships.</li><li>• Bullying-causes, effects and responsibilities.</li><li>• Resolving conflicts.</li></ul>

<p style="text-align: center;"><u>SCIENCE</u></p> <ul style="list-style-type: none"> <li>• To compare everyday materials objects on the basis of their; properties, including hardness; strength, flexibility and magnetic behaviour, and to relate these properties to everyday uses of the materials.</li> <li>• To describe and group rocks on the basis of their characteristics, including appearance, texture and permeability.</li> <li>• To describe and group soils on the basis of their characteristics, including appearance, texture and permeability.</li> <li>• To recognize differences between solids, liquids and gases, in terms of ease of flow and maintenance of shape and volume.</li> <li>• Insects – variety, anatomical features, life cycle of insects.</li> <li>• Flowering plants-anatomy, pollination, seed formation, methods of seed dispersal, seed collection sorted.</li> <li>• Fungi- anatomy and reproduction, types of fungi observed- class go foraging.</li> <li>• Spiders-structure compared to insect, main types, how they feed/trap prey, life cycle of the spider, types of webs (orb, tunnel, and hammock), and spider research to create a fact file.</li> </ul>	<p style="text-align: center;"><u>HISTORY</u></p> <ul style="list-style-type: none"> <li>• Introduce Ancient Egyptians-locate on map and timeline, primary and secondary sources of evidence</li> <li>• The importance of the River Nile in Ancient Egypt-facts and uses</li> <li>• The three farming seasons, crops grown and diet</li> <li>• Various consequences of Nile flooding, irrigation and harvesting methods</li> <li>• Boats and trade</li> <li>• Pharaohs and the hierarchy of society</li> <li>• Tutankhamen and the role of archaeologists</li> <li>• Tombs, the process of mummification, the ‘Afterlife’ and the ‘Weighing of the Heart’</li> <li>• How papyrus was made, Egyptian hieroglyphs, design a cartouche</li> <li>• Pyramids and building techniques</li> <li>• Ancient Egyptian homes and home life, clothes and makeup</li> <li>• Egyptian Gods and goddesses, Egyptian legacy</li> </ul>	<p style="text-align: center;"><u>GEOGRAPHY</u></p> <ul style="list-style-type: none"> <li>• Map projections</li> <li>• Continents and names of main lines of latitude and longitude</li> <li>• Countries of the British Isles and United Kingdom</li> <li>• Map Symbols</li> <li>• Scale</li> <li>• Locate/name main rivers, upland areas and cities in the British Isles</li> <li>• 8 Points of the Compass</li> <li>• Co-ordinates</li> <li>• Create a mini index</li> <li>• Use the Atlas index and maps to find information about places</li> <li>• World Record breakers( e.g. locate coldest place, deepest ocean) and position on map with appropriate symbol</li> <li>• European and World maps- name and locate places</li> </ul>
<p style="text-align: center;"><u>ART</u></p> <ul style="list-style-type: none"> <li>• Study of C.F.Tunncliffe sketchpad pages.</li> <li>• Study of Mark Heald and production of mobiles.</li> <li>• Clay bird models (stretched and pulled forms)</li> <li>• Create a fantasy bird.</li> <li>• Press print snow flake and study of Snowflake Bentley.</li> </ul> <p style="text-align: center;"><u>MUSIC</u></p> <ul style="list-style-type: none"> <li>• Introduction to Sibelius music publishing software.</li> <li>• The Classical Era, focussing on Mozart.</li> </ul>	<p style="text-align: center;"><u>FRENCH</u></p> <ul style="list-style-type: none"> <li>• Revision of Year 3 material.</li> <li>• Animals.</li> <li>• Rooms of the house.</li> <li>• Activities at home.</li> <li>• Food and drink.</li> <li>• Christmas.</li> </ul>	<p style="text-align: center;"><u>ICT</u></p> <p>E-safety presentation</p> <p>Microsoft Word:</p> <ul style="list-style-type: none"> <li>• Revision of text formatting (using the font and paragraph ribbons – font and font size, centre, bold, italics, lists using bullet points)</li> <li>• Inserting images (using word wrap)</li> <li>• Inserting tables</li> <li>• Inserting hyperlinks</li> </ul> <p>Scratch:</p> <ul style="list-style-type: none"> <li>• Programming using broadcast blocks</li> <li>• Programming a maths quiz</li> </ul>

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## Characteristics of Effective Learning

### *Engagement*

- Finding out and exploring as individuals and groups
- Using what they know – transferring knowledge and experiences, be confident at selecting and using resources
- Willing to have a go and talk about and adapt work where necessary

### *Motivation*

- Involved and concentrating – without distraction
- Persevering independently
- Enjoyment and pride in what they are doing

### *Thinking*

- Having their own ideas and being independent learners
- Making links – predict events and link to previous experiences
- Choosing ways to do things - trial and error solving problems

*Characteristics of Effective Learning underpin everything that we do in Year 4 and will be encouraged and developed throughout the year.*