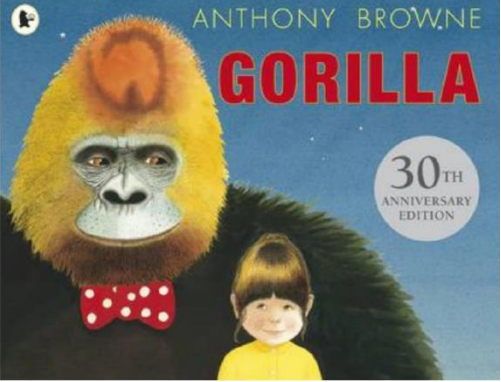
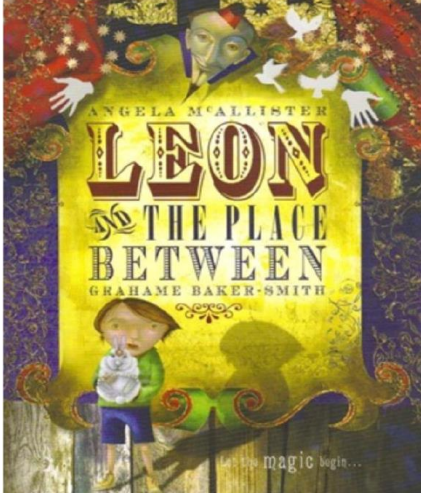


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Autumn Term 1 7 Weeks	Autumn Term 2 8 Weeks	
ENGLISH		
LITERACY FOCUS TEXT - WRITING	LITERACY FOCUS TEXT – WRITING	
 <p>Mastery Keys</p> <ul style="list-style-type: none"> • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use fronted adverbials • Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures) 	<p>Feature keys</p> <ul style="list-style-type: none"> • Use small details to describe characters • Use small details for time, place and mood • Use 1st or 3rd person consistently • Use tenses appropriately • Sequence stories in different stages: introduction, build up, climax, resolution 	 <p>Mastery Keys:</p> <ul style="list-style-type: none"> • Use Standard English forms for verb inflections • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although <p>Feature keys:</p> <ul style="list-style-type: none"> • Use Standard English forms for verb inflections • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although • Indicate possession by using the possessive apostrophe with plural nouns • Recognise the difference between plural and possessive 's' • Build a varied and rich vocabulary

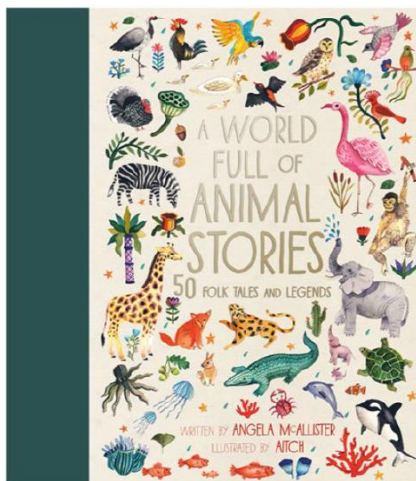
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- Use commas after fronted adverbials
- Re-cap: Use inverted commas for direct speech (Year 3)

- Indicate possession by using the possessive apostrophe with plural nouns
- Recognise the difference between plural and possessive 's'
- Build a varied and rich vocabulary

LITERACY FOCUS TEXT – READING

LITERACY FOCUS TEXT – READING

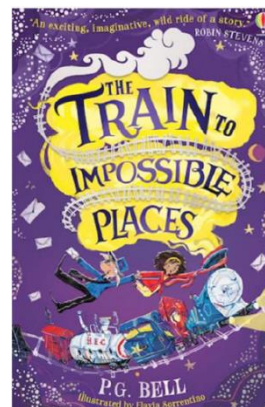


Mastery Keys

- Ask questions to improve understanding
- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

Feature keys

- Predict what might happen from details stated and implied
- Explore the meaning of words in context
- Retrieve, record and present information
- Ask questions to improve understanding
- Summarise main the main ideas from more than one paragraph
- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence
 - Identify and discuss themes and conventions
 - Distinguish between fact and opinion



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 - Identify and discuss themes and conventions
 - Distinguish between fact and opinion
- Evaluate authors' language choice, including figurative language
- Make comparisons within and across books

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<ul style="list-style-type: none"> • Ask questions to improve understanding • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence 	<ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice, including figurative language • Make comparisons within and across books 	<ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Discuss words and phrases that capture the reader's interest and imagination • Identify main ideas drawn from more than one paragraph and summarise 	
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MATHS

Place Value – 4 Digit Numbers (1) Unit 1 8 days	Place Value – 4 digit numbers (2) Unit 2 8 days	Addition and Subtraction Unit 3 16 days	Measure - Area Unit 4 5 days	Multiplication and Division Unit 5 12 days
<ul style="list-style-type: none"> • Represent and partition numbers to 1000. • Number line to 1000 • Multiples of 1000 • 4 digit numbers • Partition 4 digit numbers • Partition 4 digit numbers flexibly • 1,10,100,1000 more or less • 1000s, 100s, 10s, 1s 	<ul style="list-style-type: none"> • Number line to 10,000 • Between two multiples • Estimate a number line to 10,000 • Compare and order numbers to 10,000 • Round to the nearest 1000, 100 or 10 	<ul style="list-style-type: none"> • Add and subtract 1s, 10s, 100s, 1000s • Add two 4-digit numbers • Subtract two 4 digit numbers • Efficient Methods • Equivalence Difference • Estimate • Check strategies • Problem Solving 	<ul style="list-style-type: none"> • What is area? • Counting squares 	<ul style="list-style-type: none"> • Multiples of 3 • Multiply and divide by 6 • Multiply and divide by 9 • Multiply and divide by 7 • Multiply and divide by 11 and 12 • Multiply by 1 and 0 • Divide by 1 and itself

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SCIENCE

Animals including humans

Pupils should be taught to:

- 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.

Sound

Pupils should be taught to:

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from a sound 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.

GEOGRAPHY

There is no Geography topic this term, however we consider the location and key physical features of Greece as the context for our history topic. We also note the location on a map of any place mentioned in any other subject, e.g the countries in Africa where gorillas live. The aim is to improve the children's general locational knowledge.

HISTORY

National Curriculum Topic: Ancient Greece - a study of Greek life and achievements and their influence on the western world

Our Enquiry Question: Did Ancient Greece change the Western World forever? (Focus on the Classical Period)

Our enquiry process:

- How was Ancient Greece organised?
- Was democracy in Ancient Greece like modern British democracy?
- What was daily life like in Ancient Greece?
- What was daily life like in Ancient Greece?
- How did the achievements of Alexander the Great change Greek life?

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- Can we thank the Ancient Greeks for anything in our lives today?

DESIGN TECHNOLOGY

The children will design nets of a cube. They will then see which of their design work This will be used to create a magic box. They will then design a pneumatic system to cause the lid to magically open to reveal a hidden item.

ART

The children will develop their drawing skills with a focus on texture, shading and proportion. They will complete a unit of work called 'Power Prints.' Later in the term, the children will develop their painting skills with a focus on how to create a 3D effect using pattern and shading.

COMPUTING

E-safety:

Password Power Up: The children will define the term "password" and will develop their understanding of why a strong password is important. They will practice creating a memorable and strong password.

Rings of Responsibility: The children will examine the idea that we have both online and in-person responsibilities. They will describe the Rings of Responsibility as a way to think about how personal behaviour affects others and ourselves. They will identify examples of online responsibilities to others.

Programming: Start a new code studio course and will learn how to sequence commands, debug simple programs and customise variables in a simple game.

Search Technologies: Learn to use search technologies more effectively to select information for a purpose. They will use software to **combine** and present the information that they find.

MUSIC

Mamma Mia - As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.

Glockenspiel 2: This six-week Unit of Work introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills.

RELIGIOUS EDUCATION

Worship and Worshipping- a comparison of Islam and Christianity.

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Special People, Special Places- The role of the shepherds in the Christmas story

PSHE

Me and My Relationships

- **Human Machines-** Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration.
- **Ok or Not ok?** Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.
- **An email from Harold-** Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings.
- **Different Feelings-** Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state.
- **Under Pressure-** Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

Valuing Differences

- **Can you sort it?** Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
- **What would I do?** List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively.
- **The people we share our world with** List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences.
- **This is such a stereotype!** Understand and identify stereotypes, including those promoted in the media.
- **Friend or acquaintance?** Recognise that they have different types of relationships with people they know
- **Islands** Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;

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	<ul style="list-style-type: none">• Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
PE	
Unit 1 - Personal Co - Ordination: Footwork Static Balance: One Leg	Unit 2 - Social Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated
FRENCH	
Journey to school	