

# Curriculum Overview for Year 4 ~ Autumn 2018

<h2>English</h2> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Apply growing knowledge to read aloud and understand new words, including those that are exceptions to the rules.</li> <li>Listening and responding to a wide range of reading material for different purposes.</li> <li>Discussing techniques that capture the reader's interest and imagination.</li> <li>When reading independently, checking the text makes sense to them and asking questions to improve their understanding.</li> <li>Drawing inferences and justifying them with evidence.</li> <li>Summarising ideas drawn from more than one paragraph.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Use prefixes and suffixes and explore homophones further.</li> <li>Learn to check the spelling of a word in a dictionary.</li> <li>Join handwriting and increase its legibility, consistency and quality.</li> <li>Plan writing through discussion and recording.</li> <li>Draft and write with a rich vocabulary and use paragraphs and headings.</li> <li>Evaluate and edit their own and others' writing.</li> <li>Proof-read for spelling and punctuation errors.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause.</li> <li>Use apostrophes accurately.</li> <li>Use conjunctions, adverbs and prepositions.</li> <li>Use commas after fronted adverbials.</li> <li>Use and punctuate direct speech.</li> </ul> <p>Genres include: Narratives, Harvest poetry, Non-chronological reports, Suspense writing</p>	<h2>Art &amp; Design</h2> <ul style="list-style-type: none"> <li>Create sketch books to record observations and use them to review and revisit ideas.</li> <li>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, paint, clay).</li> </ul> <p><b>Maya glyphs, mosaics and headdresses.</b></p>	<h2>Computing</h2> <ul style="list-style-type: none"> <li>Design, write and debug simple programs.</li> <li>Use sequence, selection, and repetition in programs.</li> <li>Explain how simple algorithms work.</li> <li>Continue to use technology safely, respectfully and responsibly.</li> </ul> <p><b>Use 'Scratch' to devise a comic book sequence.</b></p>	
<p><b>Number – Place Value</b></p> <ul style="list-style-type: none"> <li>Count in multiples of 6,7,9,25 and 100.</li> <li>Order and compare numbers beyond 1000.</li> <li>Count backwards through zero to include negative numbers.</li> <li>Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens, and ones).</li> <li>Find 1000 more or less than a given number.</li> <li>Read Roman numerals to 100 (I to C).</li> <li>Round any number to the nearest 10, 100 or 1000.</li> <li>Identify, represent and estimate numbers using different representations</li> </ul> <p><b>Mathematics</b></p> <p><b>Number – Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</li> <li>Estimate and use inverse operations to check answers to a calculation.</li> <li>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p><b>Number – Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for multiplication tables up to 12 x 12</li> <li>Use place value, known and derived facts to multiply and divide mentally</li> <li>Recognise and use factor pairs and commutatively in mental calculations.</li> <li>Multiply two digit and three digit numbers by one digit number using formal written layout.</li> </ul> <p><b>Measurement – Area</b></p> <ul style="list-style-type: none"> <li>Find the area of rectilinear shapes by counting squares.</li> </ul>	<h2>Design &amp; Technology</h2> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> </ul> <p><b>Exploring foods discovered by the Maya people, making foods using these ingredients. Exploring chocolate and taste testing.</b></p>	<h2>Geography</h2> <ul style="list-style-type: none"> <li>Describe and understand key aspects of south eastern Mexico and northern Central American geography.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries.</li> <li>Types of land use, trade links and the distribution of resources.</li> </ul> <p><b>Study of modern Mexico and Central America. Investigation of the ancient Maya civilisation and how chocolate is grown and processed.</b></p>	
<h2>Science</h2> <p><b>States of matter:</b></p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>Observe the effects of heating and cooling, and measure temperatures.</li> <li>Learn about evaporation and condensation in the water cycle.</li> </ul> <p><b>Sound:</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made and carried, and learn about the connection with vibration.</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>	<h2>History</h2> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods studied.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Consider change, cause, similarity and difference, and significance in history.</li> <li>Organise historical information from a range of sources.</li> <li>Understand how our knowledge of the past comes from a range of sources.</li> </ul> <p><b>History of the ancient Maya civilisation during their Classical Period to 900BC.</b></p>	<h2>PSHE &amp; Citizenship</h2> <p><b>Beginning and Belonging:</b></p> <ul style="list-style-type: none"> <li>Citizenship – rights, rules and responsibilities.</li> </ul> <p><b>Feelings and Friendships:</b></p> <ul style="list-style-type: none"> <li>Myself and My Relationships – emotions.</li> <li>Myself and My Relationships - anti-bullying.</li> </ul> <p><b>Whole School celebration of 'Friendship Week' in November</b></p>	<h2>Music</h2> <ul style="list-style-type: none"> <li>Play and perform musical instruments together, playing with increasing accuracy, fluency, control and expression.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations.</li> </ul> <p><b>Learn percussion through the 'Key 2 Music' programme.</b></p>
		<h2>Physical Education</h2> <ul style="list-style-type: none"> <li>Play competitive games and apply basic principles suitable for attacking and defending.</li> <li>Compare performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>Swim competently, confidently and proficiently.</li> <li>Use a range of strokes.</li> </ul> <p><b>Netball, swimming &amp; Dance.</b></p>	<h2>Religious Education</h2> <ul style="list-style-type: none"> <li>Understand the main features of Hinduism - gods, festivals and symbolism.</li> <li>Learn about the birth of Jesus.</li> </ul> <p><b>Hinduism &amp; The birth of Jesus</b></p> <p><b>Languages – French</b></p> <p>Pupils will focus on speaking in simple sentences, using familiar vocabulary, developing phrases and basic language structures whilst learning the vocabulary for weather.</p>

