Alice Ingham RC Primary School

Year 4 – Curriculum Overview - Autumn Term

	Autumn: Half Term 1					Half Term	Autumn: Half Term 2	
Religion	Exploring our School Mission Statement	Who is our Class Saint? St David	Domestic Church: People	Harvest	Baptism: Called		Baptism: Called (con't)	Advent: Gift
English	Poetry - Mythical Beasts						Poetry – Performance	

Autumn: Half Term 1

Fiction	Non-Fiction
Model Text Simic and the forest **Genre** Journey story **Toolkit** Suspense **Writing outcome (innovation)** Simic and the xxx **Independent Outcome** New journey story	**Model Text** What to do if you meet an alien by Pie Corbett (Y4 Writing Models) **Genre** Instructions **Toolkit** Instructions **Writing outcome (innovation)** What to do if you meet a Minotaur **Independent Outcome** What to do if you meet (new monster)

Cross-curricular Writing

Information

Autumn: Half Term 2

Fiction	Non-Fiction
Model Text The Awongaleema Tree **Genre** Quest **Toolkit** Dialogue **Writing outcome (innovation)** New quest **Independent Outcome** New quest	**Model Text** Teacher Pleaser Machine (reduced) Teachwire.net **Genre** Explanation **Toolkit** Explanation **Writing outcome (innovation)** Our teacher pleaser machine **Independent Outcome** Mum/Sister etc pleaser machine (free choice)

Cross-curricular Writing

Instructions

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Maths	Place Value – 4 digit numbers	Addition and Subtraction		Addition and Subtraction (con't)	Perimeter	Multiplication and Division
	- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). - Read and write numbers up to 1,000 in numerals and in words - Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit (1,000), (10,000). - Round any number to the nearest 10, 100 or 1,000 - Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 (10). - Round any whole number to a required degree of accuracy. - Count in multiples of 6, 7, 9, 25 and 1,000. - Identify, represent and estimate numbers using different representations. - Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). - Order and compare numbers beyond 1,000. - Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. - Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals (100) - Find 1,000 more or less than a given number - Count backwards through zero to include negative numbers. - Solve number and practical problems that involve all of the above and with increasingly large positive numbers. - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero			- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero - Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. - 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. - Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy (rounding). - Convert between different units of measure (for example, kilometre to metre; hour to minute). - Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). - Measure the perimeter of simple 2D shapes. - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres - Recall multiplication and division facts for multiplication tables up to 12 × 12.		

- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. - 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. - Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy (rounding).	- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. - Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. - Count in multiples of 6, 7, 9, 25 and 1,000. - Know the number of seconds in a minute and the number of days in each month, year and leap year - Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. - Solve problems involving converting between units of time.

Science	Circuits and Conductors	States of Matter
	- asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - identify common appliances that run on electricity	- asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - using straightforward scientific evidence to answer questions or to support their findings - compare and group materials together, according to whether they are solids, liquids or gases

	• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors		• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

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Geography	Our European Neighbours		
	Children will be taught to: • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
History			Early Civilisations
			Children will learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. To do this, they are going • To explore where and when the first civilisations began. • To find out about the first writing systems. • To explore trade in early civilisations. • To find out about mathematical understanding in early civilisations. • To explore the technology and inventions of early civilisations. • To explore the buildings and architecture of early civilisations. • To consolidate knowledge and understanding of early civilisations.

Art	At the Pantomime		
	Children will be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials		

Design Technology			Mechanical Systems: Making a Slingshot Car
			Pupils should be taught to: • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • Investigate and analyse a range of existing products • Understand how key events and individuals in design and technology have helped shape the world • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

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Computing	iSong		iProgram
	Learning Outcome: To have created a full song in GarageBand including Intro; Verse; Chorus, and a Breakdown. To have a good knowledge of how to use a mixture of 'Live loops' and 'Smart instruments'. To know Keywords and phrases surrounding Music Production. • Pupils know what music production means • Pupils can name the sections of a popular song structure • Pupils can name a key characteristic of each section • Pupils can explain why a song needs to be mixed • Pupils can name 2 ways a song could end		Learning Outcome: To learn to program simple shapes and eventually a small game. To know the basic logical steps needed when designing code and the best way to write them. To understand the difference between WAN and LAN networks. • Pupils are able to define what a computer is • Pupils can explain what an algorithm is and write their own • Pupils know why you should shorten algorithms • Pupils know how variables change code • Pupils are able to locate errors in their code
Music	Music Theory		Singing
	Learning Outcome: Learn how to read music in the treble clef, understand what chords are and the difference between major and minor, recognise notes on the keyboard and be able to play basic songs with one hand. • Pupils can play a C major scale • Pupils can name the white keys on a keyboard • Pupils know what a chord is • Pupils know what a melody is • Pupils know the difference between a major and a minor chord		Learning Outcome: Over this course, pupils will understand how to develop their singing voice, and sing in a healthy way which protects their voices. They will understand how to perform expressively and create a meaningful performance. • Pupils can sing songs on pitch. • Pupils can explain what pitch matching is. • Pupils know how good posture can improve singing. • Pupils understand why breathing in the right place is important while singing. • Pupils understand what diction is

PE	Multi Skills	Boot Camp		Body Awareness	Dance
	Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance, eg: through athletics and gymnastics • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best			Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, eg: badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance, eg: through athletics and gymnastics • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best	
MFL (Spanish)	Pupils will be able to use greetings and numbers by answering simple questions. Pupils will have an introduction to some phonemes and graphemes in Spanish. • Pupils can say "Hello" and "Goodbye" • Pupils can say most, if not all of the numbers 1-10 in order. • Pupils can say please and thank you. • Pupils can answer the questions covered in the unit with a low level of accuracy. • Pupils can ask the questions covered in the unit with a low level of accuracy.			Pupils will continue to practise greetings and numbers, expanding on what they learnt in the previous unit by learning numbers 10-20. Pupils will begin to learn the names of colours and the names of animals through speaking, reading and writing activities, and games as well as learning how to use adjectives to describe nouns correctly. Pupils will also start to learn how to give preferences in regard to colours. The pupils will be able to match the numbers, colours and animals to their written words, and learn to recognise and answer some question words. Pupils will gain an understanding of more phonemes and graphemes. • Pupils can say most of the colours covered in the unit. • Pupils can say most of the animals covered in the unit. • Pupils can say most of the numbers 11-20. • Pupils can ask and answer the questions introduced in the previous unit with a decent level of accuracy.	

			• Pupils can answer the questions introduced in this unit with some accuracy.