



Year 4 Autumn 2020 Curriculum Overview

Whole School Theme: Who are we?

Maths	English	Science	History
<p>Number –Place value, ordering and rounding 4-digit numbers</p> <p>Number – Addition and subtraction of 4-digit numbers</p> <p>Geometry – Properties of shape, symmetry</p> <p>Number – Multiplication and division</p> <p>Number – Fractions, recognise equivalent fractions.</p> <p>Geometry – Position and direction, coordinate points and translation.</p> <p>Number – Decimals, rounding and comparing numbers with up to two decimal places.</p> <p>Measurement (mass), converting between different units of mass.</p> <p>Measurement (time), 12 hour and 24 hour clock.</p>	<p>Reading:</p> <p>NOVEL STUDY: Akimbo and the Elephants by Alexander McCall Smith.</p> <p>Being able to read well matters. It can significantly impact on success in school and beyond. It takes them into imagined worlds far beyond their own experience, and make possible endless opportunities to explore new areas of learning, thinking and ideas. The power of reading is immense, and I want the boys to be able to take full advantage of the benefits, pleasure and enjoyment that it has to offer. I aim to develop positive attitudes towards reading so every boy thinks of himself as a reader and has fostered a love of the written word in all its various forms. During English lessons, I wish to create a community of readers that share, enjoy and promote reading as a skill and desirable past time. During English lessons we use the VIPERS acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. VIPERS stand for Vocabulary; Inference;</p>	<p>This term the boys will be studying moving and growing in their science lessons. We will be investigating all about skeletons, muscles and internal organs! We will also do some experiments on how exercise effects the different systems in our body</p>	<p>Boys should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>

	<p>Prediction; Explanation; Retrieval; Sequence or Summarise. The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that boys are familiar with, a range of questions.</p> <p>Writing:</p> <p>Boys will plan, draft, edit and evaluate their pieces of writing (both transactional and creative) throughout the term. The boys will further develop their understanding of vocabulary, grammar and punctuation during English lessons and will learn various techniques to assist them in developing the skills needed for outstanding writing.</p> <p>Spelling:</p> <p>The new National Curriculum (2014) word-lists for Year 4, 5 and 6 are statutory. The lists are a mixture of words boys frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the words in each list will be taught within the four years of key stage 2 alongside other words are considered appropriate.</p>		
Geography	Computer Science	Music and Drama	PE and Swimming
<p>In the boy's geography sessions, we will be looking at how past civilizations have influenced future discovery. We will also start looking at directions and co-ordinates.</p>	<p>In Computer Science we will be looking at the basic building blocks of computer coding: loops, conditions, inputs and variables. We will be looking at creating a game based on the boys learning in Science to promote a healthy lifestyle.</p>	<p>Studying music from different cultures around the world. Investigating playground games. Learning about cultural dances. Exploring plays from other cultures.</p>	<p>The effect of exercise on the human body. How to use our muscles to complete different tasks. How different sports use different systems and functions.</p>

French	PSHEE	Art and Design	
<ul style="list-style-type: none"> • Asking and giving basic personal information • Boys will be making their own 'Cherché!' (Wanted!) poster • Possessive adjectives (<i>mon/ma/mes & ton/ta/tes</i>) • Numbers 1 to 31 (through songs & games) • Days of the week, months of the year & birthdays • Looking at verbs in the present tense (starting with '<i>jouer</i>') • Describing your house, garden and bedroom (using <i>être & avoir</i>) • <i>Va t'en Grand Monstre!</i> (Story about a monster - parts of the body & colours) • <i>Tête, Épaules, Genoux, Pieds</i> (Head, Shoulders, Knees & Toes) • Ordering food & drink • Christmas in France & writing a Christmas card in French <p>Boys are encouraged to use the target language as much as possible during lessons and they will be rewarded accordingly. It is recommended that they recap any songs or poems several times at home, in order to consolidate both understanding and pronunciation (and sing properly!). Vocabulary and grammar points also need to be revisited carefully as part of their independent study.</p>	<p>During our PSHEE sessions we will be doing check in's with the boys at the start and end of every week to ensure that they are happy and well. We are also looking at creating our own class chatterbox, student council representative and class rules.</p>	<p>First we will do a study of birds of prey. This will include observational drawings; looking closely at details of pattern and texture and using different medium.</p> <p>We will then move on to 'meet the artist' in which we will look at how artists represent emotion in their work. The boys will complete their own personal painting that is a reflection of chosen emotions.</p>	