



**Year 4 Autumn Term 2 2022**  
**Curriculum Overview**  
**Whole School Theme: Journeys and Discovery**

<u>Skills</u>		
<b>Research</b>	<b>Communication</b>	<b>Self-Management</b>
Formulating questions, Observing, Planning, Collecting data, Recording data, Organising data, Interpreting data, Presenting findings	Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding	Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic
<b>Social</b>	<b>Critical Thinking</b>	<b>Key Concept</b>
Accepting responsibility, Group decision making, Adopting a variety of group roles, Respecting others, Resolving conflict, Cooperating and collaborating, Social and environmental responsibility, Global awareness, Leadership, Developing entrepreneurship	Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition	

Maths	English	Science	History
<p><b>Number – addition and subtraction.</b> Fluency in mental and written methods.</p> <p><b>Number – Decimals.</b> Rounding and comparing numbers with up to two decimal places.</p> <p><b>Measurement (mass).</b> Converting between different units of mass.</p> <p><b>Number – Multiplication and division.</b> Square numbers, 7 times table, factors and multiples.</p> <p><b>Number – Multiplication and division.</b> Multiplication using partitioning, the grid method and the formal written method.</p> <p><b>Measurement (time).</b> 12-hour and 24-hour clock.</p>	<p><b>Writing: What makes a good adventure story?</b> Children will review adventure stories they have read and identify important features. They will read a short adventure story and use it as a model to create their own.</p> <p><b>Reading: imagery in poetry</b> Children will examine a range of poems that use powerful imagery and explore their form, vocabulary and impact. They will answer and write comprehension questions to show and develop their understanding.</p> <p><b>SPAG:</b> Children will continue to learn to spell common exception words in the Y3 and 4 list. They will also investigate spellings of irregular plurals and words that use the graphemes gu, gue, qu and que.</p>	<p><b>Electricity</b> How has the discovery of electricity impacted our lives?</p> <p>Everyday uses of electricity.</p> <p>We will learn about simple and series circuits and the names and symbols of basic components. We will investigate changes that we can make to a circuit and their impact.</p> <p>We will explore different material and find out whether they are electrical insulators or conductors.</p> <p>We will use what we have learnt about electricity to design and make a game that includes an electric circuit.</p>	<p><b>The Romans</b> When did the Romans live? What were some important features of this time period? We will learn about some discoveries and legacies of the Roman Empire and how they impact our lives today. We will find out about:</p> <ul style="list-style-type: none"> <li>• Wheels and axes</li> <li>• The Roman calendar</li> <li>• Law and order</li> <li>• Towns and roads</li> <li>• Numbers</li> </ul> <p>Children will take their learning further with independent study based on either:</p> <ul style="list-style-type: none"> <li>• The Roman invasion of Britain</li> <li>• The Roman Army</li> <li>• Boudicca</li> </ul> <p>Children will evaluate their learning and link to our inquiry statement ‘Past discoveries influence our lives today’.</p>
Geography	Computer Science	Music and Drama	PE and Swimming
<p>We will locate modern-day Rome on a world map and locate towns in the UK that have strong Roman heritage.</p>	<p><b>Scratch</b> Children will build on their knowledge of the coding program ‘Scratch’ from Year 3. They will create their own animated adventure stories.</p>	<p><b>Music:</b> Discuss the Brass and Percussion families in detail. Present via a PowerPoint information about their favourite orchestral family. Carol Service.</p> <p><b>Drama:</b> Improvising and monologues - what are they and how do we use them?</p>	<p>Linked to the Theme of Journeys and Discovery – How certain sports have evolved through time.</p> <p>What will sport look like in the future?</p> <p>Can sports bring people together?</p> <p><b>Football</b> - To refine basic football skills with greater control and accuracy. - To begin to explore ways of using space and develop an understanding about how to outwit opponents.</p>

			<ul style="list-style-type: none"> <li>- To understand the concept of teamwork</li> <li>- Expose pupils to a range of rules and develop the importance of maintaining these rules.</li> </ul> <p><u>Hockey</u></p> <ul style="list-style-type: none"> <li>- Refine basic skills</li> <li>- Possession (finding and using space)</li> <li>- Different marking, covering and delaying strategies</li> <li>- Identify different on-field roles (goalie, defence and forwards)</li> <li>- Learn and apply basic rules of the game to game situations</li> </ul> <p><u>Swimming</u></p> <ul style="list-style-type: none"> <li>- Pupils to further develop a wider range of strokes.</li> <li>- Learn how to use these strokes in different situations, including appropriate use for personal survival situations.</li> <li>- They will learn to swim further and for longer periods of time, developing their overall level of fitness.</li> </ul>
<b>French</b>	<b>PSHEE</b>	<b>Art and STEAM</b>	<b>Religious Studies</b>
<ul style="list-style-type: none"> <li>• Asking and giving basic personal information</li> <li>• 'Cherché!' (Wanted!) poster</li> <li>• Possessive adjectives (<i>mon/ma/mes &amp; ton/ta/tes</i>)</li> <li>• Numbers 1 to 31 (through songs and games)</li> <li>• Days of the week, months of the year and birthdays</li> <li>• Looking at verbs in the present tense (starting with '<i>jouer</i>')</li> <li>• Describing your house, garden and bedroom (using <i>être</i> and <i>avoir</i>)</li> </ul>	<p>We will focus on gaining a deeper understanding and application of the St Edward's Attitudes to Learning:</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Appreciation</li> <li>• Integrity</li> </ul> <p>We will also consider themes of:</p> <ul style="list-style-type: none"> <li>• Accepting differences and inclusion</li> <li>• Conflict resolution</li> <li>• Anti-bullying</li> <li>• Courage and speaking out</li> <li>• Kindness and compliments</li> </ul>	<p>What was Roman pottery like?</p> <p>Children will explore design features of typical Roman pots. They will develop their 3D modelling skills whilst making a Roman-styled pot that they have designed.</p> <p>In STEAM, children will design and make a toy that uses a cam mechanism to create movement.</p>	<p>Was religion important to the Romans? What religious beliefs did they have? Similarities/differences between now and then.</p> <p>Christmas and Diwali</p>

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| <ul style="list-style-type: none"><li>• <i>Va t'en Grand Monstre!</i> (story about a monster - parts of the body and colours)</li><li>• <i>Tête, Épaules, Genoux, Pieds</i> (Head, Shoulders, Knees &amp; Toes)</li><li>• Ordering food and drink</li><li>• Christmas in France and writing a Christmas card in French</li></ul> |  |  |  |
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