



Year 4 Autumn 2024 Curriculum Overview

Whole School Theme: Who are we?

Year 4 Class Inquiry: How we work together can influence positive change

<u>Skills and Concepts</u>		
<p>Research</p> <p>Formulating questions, Observing, Planning, collecting data, recording data, organising data, interpreting data, presenting findings</p>	<p>Communication</p> <p>Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding</p>	<p>Self-Management</p> <p>Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic</p>
<p>Social</p> <p>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</p>	<p>Critical Thinking</p> <p>Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition</p>	<p>Main Conceptual Learning</p> <p>CHANGE</p>

Maths	English	Science	History
<ul style="list-style-type: none"> • Revise and consolidate place value within numbers to 10s of 1000s. • Mental and written methods to add pairs of 4-digit numbers. • Mental and written strategies to subtract pairs of 4-digit numbers. • Recall of times tables facts to 12 x 12 and related facts. • Use multiplication and division to find equivalent fractions. • Identify lines of symmetry and draw symmetrical shapes and figures. • Describe location using coordinates. • Recognise and describe translations. 	<p>This term's English will be based on the novel, 'How to Train Your Dragon' by Cressida Cowell.</p> <p>During this unit, we will use our imaginations to enter the world of dragons.</p> <p>Spoken Language:</p> <p>Children will listen and respond appropriately, articulate and justify answers, arguments and opinions.</p> <p>They will be taught to maintain attention and participate actively in conversations, discussions, presentations, arguments and debates.</p> <p>Reading:</p> <p>Children will show their understanding of what we have read, identifying how language, structure and presentation contribute to meaning. They will explain their answers using evidence from the text.</p> <p>Grammar:</p> <p>Children will use inverted commas to accurately indicate direct speech; use fronted adverbials with commas.</p> <p>Writing:</p> <p>Children will discuss structure and language features of the text they have studied and use what they have learned to plan, draft, evaluate and edit their own 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 children 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 considered appropriate.</p>	<p>Our inquiry question for Science is 'How do systems help the human body to function properly?'</p> <p>During this inquiry we will be learning about some of the main body systems, including digestion, muscles, skeleton and circulation.</p> <p>They will find out about the parts and purpose of each system, carry out practical investigations and then consider how they can use what they have learnt to begin to answer our main inquiry questions.</p>	<p>N/A this term</p>

Geography	Computer Science	Music and Drama	PE and Swimming
<p>Our inquiry question is ‘Why are rivers important to people?’</p> <p>We will learn about the various parts of a river and then go on to consider how different communities make use of rivers.</p>	<p>In Computer Science we will be learning all about how to use online platforms safely, effectively and responsibly. Children will learn how to be a responsible digital citizen.</p> <p>Children will also be introduced to their new 1:1 devices and will learn how to take care of them and use them effectively to support their learning.</p> <p>Children will become familiar with programs that are necessary for their learning.</p>	<p>In Music, we will be exploring orchestras and the instruments used with the support of Britten’s Young Person’s Guide to the Orchestra.</p> <p>In Drama we will be looking at improvisation and creating our own non-verbal scenes.</p>	<p><u>What makes us unique in Sport?</u></p> <ul style="list-style-type: none"> - Diversity vs Inclusion - Sports social impact on our society - How different sports are perceived across the world <p><u>Football (Games)</u></p> <ul style="list-style-type: none"> - Ball control under pressure. - Shooting at different distances/angles. - Beating an opponent - Passing: Short vs Long variation - Team communication - terminology vs key messages. - Understanding rules & regulations: How can I play and accept the rules; competing fairly, being gracious in victory and defeat most of the time. - Implementation of strategies & tactics. <p><u>Hockey (skill development)</u></p> <ul style="list-style-type: none"> - To dribble the ball with control. - How to perform a push pass and receive the ball with some accuracy and control. - Passing variation: How can I pass the ball over a longer distance with accuracy and power? - How can I tackle a player safely? - How to score from a moving ball.

			<p>Swimming</p> <ul style="list-style-type: none"> - Reaffirm pool safety & off-site expectations. - Re-assessment/ recapping of basic strokes. - Continuation of existing Swimming Levels. - Main Theme: Developing technique/ stroke & breathing efficiency.
French	PSHEE	Art and Design	Religious Education
<p>Recapping personal information French passport Possessive adjectives Revision of numbers 1 to 10 and beyond The alphabet Days of the week, months of the year & birthdays Colours T'choupi stories</p>	<p>We will look at classroom expectations, considering how they may have changed since Year 3. We will then explore the following themes:</p> <p>Feeling safe; Class expectations; School expectations; Showing respect; Working collaboratively; Boundaries; Emotions and British values.</p> <p><u>October:</u> Black History Month World Mental Health Day</p>	<p>Our inquiry question is 'How do artists represent different landscapes?'</p> <p>We will be looking at 'A Sunday on La Grande Jatte' by Georges Seurat and then experiment with using a similar style to create our own landscapes.</p>	<p>What is it like to be a Christian or a Hindu?</p> <p>We will explore the main beliefs and practises of Christians and Hindus and make comparisons. We will recognise that we have different belief systems and that they are an integral part of who we are. We will learn about the festival of Diwali.</p>