



## Year 4 Autumn Term 2 2024

### Curriculum Overview

### Whole School Theme: Journeys and Discoveries

### Central Idea: Migration and exploration shape communities and cultures

| <u>Skills</u>  |   |   |
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| <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 | <b>Journeys</b>   |

| Maths   | English   | Science   | History   |
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| <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><br/>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: Exploring fiction and non-fiction texts:</b><br/>Children will examine a range of fiction and non-fiction text about the Romans. They will explore their vocabulary and impact. They will answer and write comprehension questions to show and develop their understanding.</p> <p><b>SPAG:</b><br/>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><br/>How has electricity shaped communities?<br/>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><br/>When did the Romans live?<br/>What were some important features of this time period?<br/>We will learn about some legacies from the Roman Empire and how they impact our lives today.<br/>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 ‘Migration and exploration shape communities and cultures’.</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><br/>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><br/>Discuss the Brass and Percussion families in detail.<br/>Present via a PowerPoint information about their favourite orchestral family.<br/>Carol Service.</p> <p><b>Drama:</b><br/>Improvising and monologues - what are they and how do we use them?</p>  | <p>Linked to the Theme of Journeys and Discoveries – 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><br/>- To refine basic football skills with greater control and accuracy.</p>   |

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|  |   |   | <ul style="list-style-type: none"> <li>- To begin to explore ways of using space and develop an understanding about how to outwit opponents.</li> <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 and 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> </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> </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-style pot that they have designed.</p> <p>Children will explore pattern using Roman mosaics as inspiration.</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>• Describing your house, garden and bedroom (using <i>être</i> and <i>avoir</i>).</li><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> | <ul style="list-style-type: none"><li>• Courage and speaking out</li><li>• Kindness and compliments</li></ul> |  |  |
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