

# Autumn Term Curriculum Overview for Year 4

<h2>English</h2> <p><b>Reading</b> Listen to and discuss a range of genres; Identify structure and language in different text types; Read for a range of purposes; Perform poems and play scripts; Ask and answer questions relating to the text; Predict, make inferences, give explanations and summarise</p> <p><b>Writing</b> Use knowledge and experience to inform writing; Plan and write for a clear purpose and audience; Use vocabulary appropriate to the text; Use paragraphs and verses to aid structure; Use peer and self-assessment to improve work</p> <p><b>Grammar</b> Use the correct terminology; Identify possessive pronouns; Use nouns and pronouns appropriately; Add prepositional phrases to extended noun phrases; Use speech punctuation</p>		<h2>Maths</h2> <p><b>Number – Place Value</b> Roman numerals to 100; Round to the nearest 10, 100 and 1000, Count in 1,000s; Understand four-digit numbers are made up of 1,000s, 100s, 10s and 1s; Explore number lines to 10,000 and find 1,000 +/-; Compare and order up to 4-digit numbers; Count in 25s; Recognise there are numbers below zero (- numbers)</p> <p><b>Number – Addition and Subtraction</b> Add and subtract 1s, 10s, 100s and 1000s; Add two 4-digit numbers; Subtract two 4-digit numbers; Find the most efficient subtraction method; Estimate answers</p> <p><b>Measurement – Area</b> Explore what area is; Counting squares to calculate area; Making shapes when given a number of squares; Comparing area</p> <p><b>Number – Multiplication and Division</b> Multiply by 0, 1, 10, 100; Divide by 0, 1, 10, 100; Multiply and divide by 6, 9 and 7</p>			
<h2>Science</h2> <p><b>Living Things</b> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name living things</p> <p><b>States of Matter</b> Compare and group materials together (solids, liquids or gases) Observe that some materials change state when they are heated or cooled (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<h2>Geography</h2> <p><b>Human and physical</b> Use specific geographical vocabulary and diagrams to explain the water cycle.</p> <p><b>Locational knowledge</b> Identify key topographical features, including volcanoes. Name and locate significant volcanoes and plate boundaries and explain why they are important.</p> <p><b>Human and physical</b> Describe the parts of a volcano.</p>	<h2>History</h2> <p><b>The Roman Empire and its impact on Britain</b> Discuss why the Roman Army was so successful; Explain the roles and impact of key resistors, such as Boudica; Describe the 'Romanisation' of Britain, with a focus on housing and technology. Explain the cause and consequence of invasion and migration by the Romans into Britain</p>			
<h2>Art</h2> <p>Explore art that uses the human form to create a narrative, using ideas from historical starting points.</p> <p>Develop techniques through experimentation to create different types of art – mosaics</p> <p>Combine a variety of printmaking techniques and materials to create a print on a theme – mosaics</p>	<h2>Design &amp; Technology</h2> <p>Identify and name foods that are produced in different places in the UK and beyond. Follow a simple recipe to prepare and bake bread.</p> <p>Prototype shell and frame structures, showing awareness of how to strengthen, stiffen and reinforce them.</p>	<h2>Music</h2> <p><b>Mamma Mia</b></p> <p>Understand and appreciate a variety of musical styles and recognise musical instruments</p> <p>Build on prior learning of pulse, rhythm and pitch</p> <p>Learn and understand more about preparing to sing and performing</p>	<h2>Physical Education</h2> <p><b>Tag-Rugby</b> - Pass and receive the ball with control; understand the rules of the game; Keep possession when in attack and prevent opponents scoring when in defence; Identify when successful and when to improve.</p> <p><b>Squash</b> - play a continuous game; use a range of basic racket skills; return to the ready position to defend my own court; understand the rules use them to play fairly.</p> <p><b>Netball</b>- Pass, receive and shoot the ball with increasing control; Defend and know when to win the ball; Move to a space to help my team keep possession; Use simple tactics to help score or gain possession;; understand the rules of the game.</p> <p><b>Yoga</b> - explore connecting breath and movement; explore new yoga poses and begin to connect them; explore gratitude when remembering and repeating a yoga flow; develop flexibility and strength in a positive summer flow and in an individual yoga flow; develop confidence and strength in arm balances.</p>		
<h2>Religious Education</h2> <p><b>Enquiry 1: Where do Christian religious beliefs come from?</b></p> <ul style="list-style-type: none"> <li>Identify different sources of authority and how they link with beliefs.</li> <li>Give examples of different writings and different ways in believers interpret sources of authority.</li> <li>Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.</li> </ul> <p><b>Enquiry 2: What do we mean by truth? Is seeing believing?</b></p> <ul style="list-style-type: none"> <li>Describe different philosophical answers to questions</li> <li>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge</li> <li>Give reasons for more than one point of view, providing pieces of evidence to support these</li> </ul>		<h2>Computing</h2> <p><b>Online Safety</b></p> <p>Online identities and offline identities.</p> <p>Healthy and unhealthy online behaviours.</p> <p>Internet monitoring</p>	<p><b>Computing Systems</b></p> <p>Networks</p> <p>World Wide Web</p> <p>Unreliable content</p>	<h2>PSHE</h2> <p>See LTP</p>	<h2>French</h2> <p><b>Les Temps</b></p> <ul style="list-style-type: none"> <li>Modes of travel</li> <li>Weather</li> <li>Days of the week</li> <li>Toys</li> <li>Shopping role play</li> <li>Numbers to 40</li> </ul>