

# Year 4 Curriculum Overview Autumn 2023

## ENGLISH

### Writing

#### Texts used:

Varmints by Helen Ward  
Until I Met Dudley by Roger McGough and Chris Riddell  
The Iron Man by Ted Hughes

#### Fiction and Non Fiction Writing

##### We will:

- Read Varmints
- Explore the settings and themes,
- Write a retelling of the story from the main character's point of view,  
To write a poem using figurative devices

##### We will:

- Read Until I Met Dudley
- Write explanation texts for everyday objects
- Write a letter asking for information

##### We will:

- Read The Iron Man
- Explore the devices of mystery and suspense
- Write a news article
- Write a mystery narrative

### Reading

#### Texts used:

The Story of Flight by Jakob Whitfield  
Zombierella by Joseph Coelho

#### Through our reading and study of these texts, we will practise and develop the skills of:

- Identifying and understanding new vocabulary
- Inference
- Prediction
- Explaining our ideas
- Retrieving information from the text
- Summarising a passage of text.

KS2 Reading Content Domains

	Content Domain	
Author Choice	2g:	Identify/explain how meaning is enhanced through choice of words and phrases.
Vocabulary	2a:	Give/explain the meaning of words in context.
Compare, Contrast & Comment	2f:	Identify/explain how information/narrative content is related and contributes to meaning as a whole.
	2h:	Make comparisons within the text.
Retrieval	2b:	Retrieve and record information/identify key details from fiction and non-fiction.
Inference	2d:	Make inferences from the text/explain and justify inferences with evidence from the text.
Summary	2c:	Summarise main ideas from more than one paragraph.
Prediction	2e:	Predict what might happen from details stated and implied.

### Spelling

Daily phonics practice will continue for children who still need this.

We will continue to learn and practise words from the statutory Year 3/4 Word List.

See class pages on the school website for differentiated spelling coverage for the autumn term.

# MATHS

## Number: Place Value

Represent numbers to 1000  
Partition numbers to 1000  
Number line to 1000  
Thousands  
Represent numbers to 10,000  
Partition number to 10,000  
Flexible partitioning of numbers to 10,000  
Find 1, 10, 100, 1,000 more or less  
Number line to 10,000  
Estimate on a number line to 10,000  
Compare numbers to 10,000  
Order numbers to 10,000  
Roman numerals  
Round to the nearest 10  
Round to the nearest 100  
Round to the nearest 1,000  
Round to the nearest 10, 100 or 1,000

## Number: Addition and Subtraction

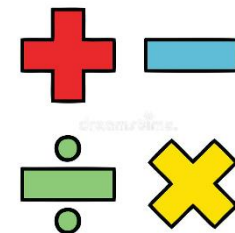
Add and subtract 1s, 10s, 100s and 1,000s  
Add up to two 4-digit numbers – no exchange  
Add two 4-digit numbers – one exchange  
Add two 4-digit numbers – more than one exchange  
Subtract two 4-digit numbers – no exchange  
Subtract two 4-digit numbers – one exchange  
Subtract two 4-digit numbers – more than one exchange  
Efficient subtraction  
Estimate answers  
Checking strategies

## Measurement: Area

What is area?  
Count squares  
Make shapes  
Compare areas

## Number: Multiplication and division

Multiples of 3  
Multiply and divide by 6  
6 times-table and division facts  
Multiply and divide by 9  
9 times-table and division facts  
The 3, 6 and 9 times-tables  
Multiply and divide by 7  
7 times-table and division facts  
11 times-table and division facts  
12 times-table and division facts  
Multiply by 1 and 0  
Divide a number by 1 and itself  
Multiply three numbers



## ART & DESIGN

### Storytelling through drawing

**Disciplines:** Drawing, Sketchbooks

**Key Concepts:**

- That we can use text within our drawings to add meaning.
- That we can sequence drawings to help viewers respond to our story.
- That we can use line, shape, colour and composition to develop evocative and characterful imagery.

**Artists:** Laura Carlin, Shaun Tan



## COMPUTING

### Computing systems and networks: The Internet

**We will learn:**

- How networks connect.
- What the internet is made of.
- About sharing information on websites.
- What a website is.
- Who owns the web.
- Whether everything we see on the internet is true, honest and accurate.

### Creating media: Audio Production

**We will learn:**

- To identify input and output devices used to record audio.
- How to edit audio.
- How podcasts are made.
- How to combine audio effects.
- To evaluate podcasts.

## DESIGN & TECHNOLOGY

### MECHANICAL POSTERS

**We will:**

- Investigate mechanical systems
- Make mechanical systems with levers and linkages.
- Design a mechanical (moving) poster.
- Use prototypes to develop our ideas.
- Select our materials to make the product.
- Evaluate the poster.

## GEOGRAPHY

### All Around the World

**Geographical concepts to be covered:**

- Locational knowledge
- Geographical skills and fieldwork

**We will learn:**

- To identify and broaden our knowledge of the countries of the world.
- To begin to describe a range of countries and their locations.
- To locate and describe places using longitude and latitude.
- To recognise the important 'lines' that delineate specific areas of the Earth, including; the Equator, the Hemispheres, the Poles and the Tropics.
- To develop and understanding of time zones.

## HISTORY

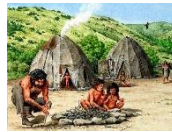
### Changes in Britain from the Stone Age to the Iron Age

#### Historical Enquiry questions:

- How can we investigate what happened in pre-historic times?
- What was life like for early humans and how did they survive?

#### We will learn:

- The meaning of 'pre-historic times' and discover how the Stone Age to Iron Age period impacted on life in Britain today.
- To explore the survival of early mankind in a harsh environment.
- The importance of Skara Brae to understand life in the Stone Age.
- The significance of copper mining during the Bronze Age.
- To discover a well-known local site, Stonehenge, and discover why it was built.
- To recognise hillforts and understand why the Iron Age people developed them.



## LANGUAGES: FRENCH

### Autumn 1 - Getting to know you

#### We will learn:

- Some of the basics of the French language, recapping and building on our introduction to the language in Year 3.
- To greet each other
- To exchange names
- To ask how someone is
- To count to 10
- To say how old you are.

### Autumn 2 - All about me

#### We will learn:

- To understand and follow simple instructions in French.
- To name parts of the body.
- To identify colours.
- To list items of clothing.



## MUSIC

### Recorders

#### We will learn to:

- Perform music from appropriate notation – recognise and play 4 beat, 2 beat, 1 beat, ½ beat notes and rests.
- Recognise pitch and play different melodies and rhythms – play B, A and G on the recorder and play pieces using a combination of these notes.
- Control the sound quality on the recorder.
- Understand and demonstrate musical vocabulary; tempo, pitch, duration, dynamics.
- Count accurately and interpret rests and pauses.
- Perform as part of an ensemble.



## P.E.

### Team Building/ Outdoor Ed Multi-Skills

### Team Games / Invasion Games

#### We will:

- Develop confidence with defending and attacking, focusing on body positioning and movement both on and off the ball.
- Work with others to attack and defend effectively.
- Use larger apparatus, demonstrating control and precision with movements, shapes and rolls, linking longer sequences together.

## P.S.H.E.

### Autumn 1 - Online Safety

#### We will learn:

- The meaning of 'online privacy' and find out what information is 'personal'.
- To discover the wide range of Internet use and categorise these into positive, negative or both types of usage.
- The importance of age restrictions and limits for particular websites and Apps.
- About gender stereotypes.

### Autumn 2 – Our emotions - Growth Mindset and resilience

#### We will learn:

- To recognise how our emotions can lead to different reactions.
- To understand the meaning of 'self-worth'.
- The importance of demonstrating persistence and resilience.
- About negative persistence and the feeling of overreacting.

## R.E.

### What do Hindu people believe about Dharma, Deity and Atman?

#### We will learn to:

- Locate where and how Hinduism was founded.
- Explain the main beliefs that Hindus share.
- Know that Hindus have more than one holy book.
- Name the main Hindu deities and symbols and explain what they represent.
- Identify where Hindus worship and distinguish the similarities and differences between worshipping at a Mandir and at home.
- Name the main Hindu Festivals and retell one of the stories celebrated during a special Hindu festival.
- Start to demonstrate understanding of the different holy books.

## SCIENCE

### Autumn 1 – Light

#### We will:

- Identify the difference between light sources and non light sources.
- Explore the light that comes from the sun and how to stay safe.
- Explore materials which are reflective.
- Discover how shadows are formed.
- Investigate how shadows change throughout the day.
- Investigate how you can change the size of a shadow.



### Autumn 2 – Sound

#### We will:

- Identify how sounds are made.
- Explore how vibrations from sounds travel through a medium to the ear.
- Explore sound insulation.
- Explore volume.
- Explore pitch.
- Explore sounds from near and from far.



## AWARENESS AND ENRICHMENT OPPORTUNITIES

- Visit Wellington School to watch a production of 'Matilda'.
- Stone Age Day