

# Curriculum Overview For Year 4 Autumn 20 - 21

<p><b>English</b></p> <p><b>Traditional Tales</b>—The Book of Lost Happy Endings by Carol Ann Duffy</p> <p><b>Adventure</b>—The Boy with a Bronze Axe by Kathleen Fidler</p> <p><b>Recounts / Discussion</b>— based on the Bronze Age and The Lake District</p> <p><b>Fantasy</b>— The Tale of Jemima Puddleduck by Beatyrix Potter</p> <p><b>Free Verse Poetry</b>—Daffodils by William Wordsworth</p> <p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <p>I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p>	<p>I can use a range of prepositional phrases.</p> <p>I can use verbs in the past, present and future tense.</p> <p>I can vary sentence structure by using different openers.</p> <p>I am beginning to use fronted adverbials .</p> <p>I can talk about my work using the learning from KS1/ Year 3 and my Year 4 grammar list.</p> <p>I describe nouns in careful detail when I need to write about a complex object.</p> <p>I can use a varied and rich vocabulary</p> <p><b>Speaking &amp; Listening</b></p> <p>I can ask questions to clarify or develop</p> <p>my understanding.</p> <p>I can justify an answer by giving evidence.</p> <p>I can use Standard English when it is required</p> <p><b>Composition</b></p> <p>I can write a narrative about my own or others experiences (fact and fiction)</p> <p>I plan my writing by looking at similar texts I have written before</p> <p>I am able to use ideas to plan writing.</p> <p>I can draft my work into paragraphs.</p> <p>I can create different settings, characters and plot in narratives.</p> <p>I can propose changes and edit written</p>	<p><b>Science LC: What's the matter?</b></p> <p>I can <b>compare and group</b> materials together, according to whether they are solids, liquids or gases?</p> <p>I can <b>explain</b> what happens to materials when they are heated or cooled?</p> <p>I can <b>measure</b> or <b>research</b> the temperature at which different materials change state in degrees Celsius?</p> <p>I can <b>use</b> measurements to explain changes to the state of water?</p> <p>I can <b>identify</b> the part that evaporation and condensation has in the water cycle?</p> <p><b>PE: Personal Skills</b></p> <p>I cope well and react positively when things become difficult</p> <p>I can improve my performance through regular practise</p> <p><b>PE: Social Skills</b></p> <p>I can co-operate well with others and give helpful feedback</p> <p>I can help organise roles and responsibilities</p>	<p><b>Science LC: Guess who?</b></p> <p>I can <b>recognise</b> that living things can be grouped in a variety of ways?</p> <p>I can <b>explore</b> and <b>use</b> a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)</p> <p>I can <b>compare</b> the classification of common plants and animals to living things found in other places? (under the sea, prehistoric</p> <p>I can <b>recognise</b> that environments can change and this can</p> <p><b>RE</b></p> <p><b>LC: Who is a Hindu and what do they believe?</b></p> <p>Explain the key beliefs of Hindus and explore how this affects how they choose to live their lives</p> <p>Show understanding of the place of worship in Hindu homes and the Mandir</p> <p>Describe the forms of guidance used by Hindus</p>
<p><b>Maths</b></p> <p><b>Number and Place Value</b></p> <p>I can recognise the place value of each digit in a 4-digit number.</p> <p>I can find 1,000 more or less than a given number.</p> <p>I can identify, represent and estimate numbers using different representations.</p> <p>I can order and compare numbers beyond 1,000.</p> <p>I can round any number to the nearest 10, 100 or 1,000.</p> <p>I can count backwards through zero to include negative numbers.</p> <p>I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.</p> <p><b>Addition and Subtraction</b></p> <p>I can add and subtract numbers with up to 4-digits using the</p>	<p>I can estimate and use inverse operations to check answers in a calculation.</p> <p>I can solve addition and subtraction 2-step problems in context, deciding which operations and methods to use.</p> <p><b>Multiplication and Division</b></p> <p>I can recognise and use factor pairs and commutativity in mental calculations.</p> <p>I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>I can recall multiplication and division facts up to 12x12.</p> <p>I can multiply 2-digit numbers by a 1-digit number using formal written layout.</p> <p><b>Measurement</b></p>	<p><b>French : Playtime</b></p> <p>I can pick out familiar words and phrases from spoken sentences.</p> <p>I can talk about myself using some common verbs in the first person singular form, e.g. "je mange"</p> <p>I can follow and understand a familiar written text, reading and listening at the same time</p> <p>I can express my opinions using simple sentences</p>	<p><b>Computing: Digital Citizenship/ Online Safety/ PSHE</b></p> <p>I can use technology safely and respectfully and responsibly</p> <p>I can explain how my online identity can be different to the identity I present in 'real life'.</p> <p>Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.</p> <p>I can identify some online technologies where bullying might take place.</p> <p>I can identify times or situations when I might need to limit the amount of time I use technology and suggest strategies to help me limit this time.</p>
<p><b>History</b></p> <p><b>LC: How unpleasant were the Bronze and Iron Ages?</b></p> <p>I can <b>sequence</b> event on a timeline using centuries.</p> <p>I can <b>sequence</b> different periods of history on a timeline.</p> <p>I can <b>identify</b> and work out time difference, including rounding to centuries and decades.</p> <p>I can <b>explain</b> how events from the past have helped shape our lives.</p> <p>I can <b>describe</b> how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p>	<p><b>Geography</b></p> <p><b>LC: How does water go round and round?</b></p> <p>I can <b>identify</b> the same features on an aerial photograph as on a map.</p> <p>I can accurately <b>select</b>, measure and collect information</p> <p>I can <b>describe</b> the main features of a well-known city / village.</p> <p>I can <b>describe</b> the main physical differences between cities and villages.</p> <p>I can <b>select</b> information and carry out a survey to discover features of cities and villages.</p> <p>I can make <b>reasoned judgements</b> as to why people are attracted to live in a village rather than a city.</p> <p>I can <b>observe</b> different views about an environmental issue and explain my own.</p> <p>I can <b>reason/ speculate</b> how a locality has changed over time with reference to human features.</p> <p>I can <b>observe</b> different views about an environmental issue and explain my own.</p>	<p><b>Art and Design</b></p> <p><b>3D/ Textiles</b></p> <p>I can experiment with and combine materials and processes to design and make 3D form.</p> <p><b>Printing</b></p> <p>I can print using at least four colours.</p> <p>I can create an accurate print design.</p> <p>I can print onto different materials.</p> <p><b>Cooking and Nutrition</b></p> <p>I can know what to do to be hygienic and safe.</p> <p>I have thought about how to present my product in an interesting</p>	<p><b>Music</b></p> <p>Leaning instrumental skills - djembe drum</p> <p>Develop and improvise rhythmic patterns.</p> <p>Investigating the timbre of different instruments.</p> <p>Appreciate a wide range of live &amp; recorded music.</p>