

# Curriculum Overview For Year 4 Autumn

<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 Beatrix 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</p>	<p>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 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 work to improve the use of grammar and vocabulary</p>	<p><b>Science</b> <b>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>Can they <b>associate</b> the rate of evaporation with temperature?</p>	<p><b>Science</b> <b>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 sometimes pose a danger to living things?</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 formal written methods of columnar addition and subtraction.</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>I can find the area and perimeter of rectilinear shapes</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>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>RE</b></p> <p><b>What is the 'Trinity' and why is it important for Christians? INCARNATION</b></p> <p><b>What do Hindus believe God is like?</b></p> <p>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</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>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>French</b></p> <p><b>Où habites-tu? (Where do you live ?)</b></p> <p>Habite- I live, you live</p> <p>Dans ma maison (In my house)</p> <p>Rooms in the house</p> <p>Places- house, apartment, farm, village</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>Music</b></p> <p>To learn instrumental skills - djembe drum.</p> <p>To develop and improvise rhythmic patterns.</p> <p>To investigating the timbre of different instruments.</p> <p>To be able to play the drum or glockenspiel from standard notation (treble clef) .</p> <p>To be able to play an individual part in a two /three rhythm ensemble.</p> <p>Appreciate a wide range of live &amp; recorded music.</p>	