Curriculum Journey Year 4 – Autumn 1

Areas of learning

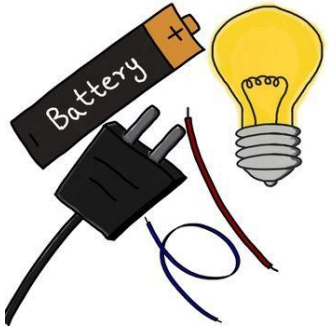
As geographers, we will explore our wider world looking at the continent of Europe with a particular focus on Italy.

As scientists, we will explore the world of electricity

Within computing, we will learn how to stay safe in computing and create presentations using PowerPoint and Google Slides.









4Bs focus
Be a learner
Be safe
Be respectful
Be responsible

<table>
<tr><th colspan="2">ENGLISH</th></tr>
<tr><td>Reading
Read common exception words
Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.
To use a range of strategies to understand the meanings of words, including using a dictionary
To skim and scan the text retrieve key information and answer questions about the text
Begin to identify common themes in writing
Ask questions to improve their understanding
Justify their predictions with evidence from the text
To make inferences (e.g. inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence
Learn poetry by heart to perform, showing understanding through intonation, tone, volume and action.</td><td>Grammar
To understand, identify and use the term nouns, adjectives, verbs
To use commas mostly correctly after adverbs or prepositions at the beginning of sentences (e.g. In the playground, Then, Slowly,).
Form direct speech using inverted commas “ “.
To use a wide range of punctuation accurately, e.g. CL for proper nouns and sentences . ? ! “ “ , for lists
To use ‘ for contraction and singular possession. *
To learn the grammatical difference between plural and possessive –s
Tenses are chosen accurately and used consistently (past/ present)
To make appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</td></tr>
<tr><td>Writing
To write for a range of purposes and audiences, beginning to develop an awareness of appropriate language and form.
To begin to use paragraphs (e.g. non-fiction).
Write compound sentences using co-ordination (e.g. or / and / but) and begins to use commas (,but ,or except ‘and’). *
Form adverbial complex sentences (e.g. when / as/ if / that / because) – commas might not yet be used.
I can use a range of adverbs, prepositions and prepositional phrases (e.g. First, This morning, Cautiously, carefully, near).
I can form expanded noun phrases with some more ambitious adjectives (e.g. the towering, terrifying beast gnashed his terrible fangs).
Begin to use synonyms for repetition and interest (e.g. She/ Jane/ the young girl, big/ huge/ enormous).</td><td>Spelling
Words with /aw/ spelt with augh and au
Adding the prefix ‘in’
Adding the prefix ‘im’
Adding the prefix ‘il’
Homophones and near homophones
Words with /shun/ spelt with ‘sion’
Handwriting
Write with increasing legibility, consistency and fluency.
To develop use of joined handwriting moving away from initial joins.</td></tr>
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MATHS

Number and Place Value – NCETM Unit 2

- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- Round any number to the nearest 10, 100 or 1,000
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- Order and compare numbers beyond 1,000
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers

Fluency

- To revise times tables fluency from Year 2 and Year 3 – 2x, 3x, 4x, 5x, 6x, 8x and 10x
- Times tables Rock Stars online to improve fluency, pace and accuracy of times tables at pace individual to the child.

Calculations – NCETM Unit 1

- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- Estimate and use inverse operations to check answers to a calculation
- Solve problems involving addition and subtraction, deciding which operations and methods to use and why

1,373	
799	574

	Th	H	T	O
		7	9	9
+		5	7	4
	1	3	7	3

SCIENCE - What is Electricity?

- Identify and name appliances that require electricity to function
- Construct a circuit
- All circuits need power either batteries or mains electricity
- Predict and test whether a lamp will light within a circuit
- Know the function of a switch
- Know the difference between a conductor and an insulator; giving examples of each
- A conductor is an object or type of material that allows the flow of an electrical current in one or more directions
- Metals for example copper, iron and steel are good conductors of electricity
- An insulator is a material whose internal electric charges do not flow freely.
- Rubber and plastic are good insulators of electricity
- To report on findings from enquiries including oral and written explanations
- To use results to make predictions for new values, suggest improvements and raise further

Geography Where is Europe and what are its countries like?

To be able to locate Europe and know some key information about it's principle countries

Italy- Rome, France – Paris, Spain – Madrid, Greece – Athens, Russia – Moscow

To know why tourists visit the Mediterranean

To know what map symbols mean and use them

To know some key physical features of Europe

Key physical features of Europe:

Some Mountain ranges in Europe are the Alps, the Pyrenees and Caucasus Mountains.

The most active volcano in Europe is Mount Etna

To know the key human features of Europe

The most common currency in Europe is the Euro,

There are different popular meals around Europe

ART – Still Life	Computing – collaborative learning with G suite
Cezanne *Line, Value* **Practical –** Tonal shading can be used to show light, shadow, and form in a still life drawing. **Theoretical –** Still life artists carefully arrange objects to create a balanced composition that draws the viewer's attention. **Disciplinary** – How do artists use drawing and composition to help us see ordinary objects differently? • To explore the work of Paul Cézanne and identify key features of still life compositions. • To observe and draw simple everyday objects accurately, focusing on basic shapes and proportions. • To know how to arrange and draw a group of objects, considering layout, spacing and balance in composition. • To know how to use continuous line and contour drawing techniques to define the outline and edges of still life objects. • To know how to use pencil to explore light and shadow, and apply shading to create 3D effects in still life drawings. • To know how to blend and layer colouring pencils to show tone, depth and texture in still life drawings. • To explore soft pastels and apply blending techniques to create a colourful and textured still life image.	• To understand that software can be used collaboratively online to work as a team without being in the same room. • To understand the need to be thoughtful when working on a collaborative document. • To understand that software can be used collaboratively online to work as a team without being in the same room. • To understand the need to be thoughtful when working on a collaborative document. • To be able to use comments to suggest changes to a document and understand how to resolve comments. • To know what type of comments and suggestions on a collaborative document can be helpful. • 3/4 To be able to create a Google Form with a range of different questions types that will provide different types of answer, e.g. text, multiple choice or numerical values
Music – Listening, Appraising and Singing	**French**
• Recall by ear memorable phrases heard in music. • Rehearse and learn songs from memory and/or with notation. • Sing in different time signatures: 2/4, 3/4 and 4/4, 'on pitch' and 'in time' • Sing expressively with attention to staccato and legato articulation • Talk about the different styles of singing used for different styles of song • Describe music as legato and staccato • Know that articulation means whether notes are short and spikey (staccato) or smooth (legato). • Understand and explain the difference between beat and rhythm.	• To know the words for family members and also • To recognise key body parts and begin to describe someone saying what they are like/what they do have and what they do not have/are not like. • To be able to listen to the story and with support understand what is happening. • To be able to read a simple version of Cendrillon aloud and be able to order the story • To be able to label pictures from the story using a word bank • To start to understand that adjectives go after nouns in the French language. • To know that I have is J'ai.., but he has/she has is il/elle a…

PSHE –Being Me in My World

- L1- To know my attitudes and actions make a difference to the class team.
  Knowledge: My own actions affect myself and others. Two examples given.
- L2- To understand who is in my school community, the roles they play and how I fit in
- L3- To understand how democracy works through the School Council

Knowledge: *Democracy is when choose your leaders and take part in decision-making through voting*

- L4 – To understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
- L5- To understand how groups come together to make decisions.

Knowledge: In school we work together to make decisions (give an example)

- L6- To understand how democracy and having a voice benefits the school community

French phonics objectives : Cendrillon

Sounds to revise/learn



As in 'chev**eux**' and 'yeux'

sœur



As in '**ch**eveux'



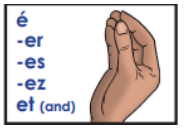
as in g**en**til



as in **g**entil



as in 'elle **a** '



As in 'est'

PE - OAA

- To develop co-operation and teamwork skills.
- To be able to orientate a map and navigate around a grid.
- To develop observational skills, listening to others and following instructions.
- To develop trust whilst listening to others and following instructions.
- To be able to identify, draw and follow a simple map.
- To be able to orientate and navigate around a map and draw a route using directions.
- I can confidently communicate ideas and listen to others.
- I can identify key symbols on a map and use a key to help navigate around a grid.
- I can plan and apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges.
  - Undertake different roles within a group
  - Adapt rules to make games safe and fair, and to keep a game going
  - Support peers in a positive manner
  - Demonstrate leadership skills

PE – Netball

- To develop passing and moving and play within the footwork rule
- To develop passing and moving towards a goal.
- **Sending & receiving:** know that cushioning a ball will help me to control it when receiving it.
- To develop movement skills to lose a defender.
- **Space**: know that moving into space will help my team keep possession and score goals.
- To be able to defend an opponent and try to win the ball
- **Defending**: know when to mark and when to attempt to win the ball.
- To develop the shooting action.
- **Attacking**: recognise when to pass and when to shoot.
- To develop playing using netball rules.
- **Rules**: know and understand the rules to be able to manage our own game

- Undertake some different roles within a group
- Use simple rules (safely, fairly and honestly)
- Support most peers to improve performance
- Demonstrate some basic leadership skills