Curriculum Journey Year 4 – Autumn 1

Areas of learning

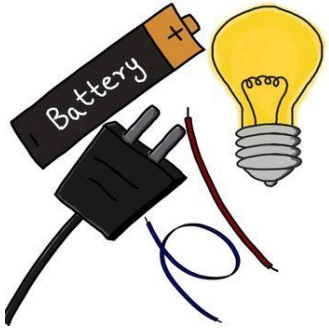
As geographers, we will explore our wider world looking at the continent of Europe with a particular focus on Italy.

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 How do earthquakes and volcanoes affect people?

Locational knowledge

- Be able to locate volcanoes and earthquakes across the world
- To know the effects of volcanoes and earthquakes

Place Knowledge

- To understand why people choose to live near volcanoes

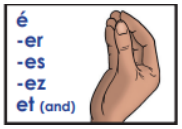
Human and Physical Geography

- To know the structure of the Earth
- The earth is made up of layers
- The top layer, the earth's crust is made up of plates
- To understand why earthquakes happen
- The plates move as the hot mantle flows beneath them.
- The movement of the plates causes earthquakes and leads to volcanoes erupting.
- To know the features of a volcano
- to know what it is like to live near a volcano
- (Explain the features of a water cycle – taught in Science)

Geographical Map Work

- Be able to locate volcanoes across the world
- To know why a key is needed

	• Use letter/no. coordinates to locate features on a map confidently **Geographical Fieldwork** • Collecting, analysing and presenting quantitative data in charts and graphs
ART - Storytelling Through Drawing	**Computing – collaborative learning with G suite**
Raymond Briggs -The Bear, Laura Carlin, Shaun Tan *Line and Value* **Practical –** (line) Construction lines can be used to proportion a figure. **Theoretical –** Artists choose what to include in a composition considering both what looks good together and how it tells a story. **Disciplinary** – How do illustrators develop their own style? • To observe what Laura Carlin includes in a composition and how it tells a story • To observe what Shaun Tan includes in a composition and how it tells a story • To be able to compare different artists' styles and composition and find similarities and differences • To know how to use construction lines to proportion a figure and objects • To experiment with construction lines and proportion • To create proportional character drawings from literature • To use the different grades of pencil, properties of pen, ink, chalk, and charcoal to add tone to a drawing. • To know how to create tonal character drawings • To understand how illustration follows and tells a story • To create a short story • To plan a sequence of images that describe a narrative • To make clear compositional choices to create a dramatic illustrated narrative • To begin using line and value to create a dramatic illustrated narrative • To use line and value to create a dramatic illustrated narrative • To critique illustrative style with regards to line, tone and composition	• 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)	• 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

or smooth (legato). • Understand and explain the difference between beat and rhythm.	• 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	**French phonics objectives : Cendrillon**
• L1- To know my attitudes and actions make a difference to the class team • 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 • 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 • L6- To understand how democracy and having a voice benefits the school community • Know what democracy is (applied to pupil voice in school) • Know that their own actions affect themselves and others • Know how groups work together to reach a consensus	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	**PE – Netball**
• 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	• 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

- Adapt rules to make games safe and fair, and to keep a game going - Support peers in a positive manner - Demonstrate leadership skills	- Use simple rules (safely, fairly and honestly) - Support most peers to improve performance - Demonstrate some basic leadership skills