Curriculum Journey

Year 4 – Autumn 2

Areas of learning

As historians, we will explore the Roman Empire and its impact on Britain.
As scientists, we will investigate conductivity of materials, explaining our findings and conclusions.
Within computing, we will discover the world of the internet- how it works, its positive opportunities of communication and collaboration across the world.





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

ENGLISH

Reading

As part of our English lessons, will be reading the following texts:

- Seasons by Valerie Bloom
- Cloud Tea Monkeys by Elspeth Graham and Mal Peet

Some of the skills we will work on are:

- Reading common exception words
- Applying our knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words
- Asking questions to improve our understanding
- Predicting what might happen from details stated and implied
- Begin to draw inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence
- Learning poetry by heart to perform, showing understanding through intonation, tone
- To retrieve basic answers using the text as evidence

Grammar

- Apostrophes for contraction and singular possession
- Commas are used accurately in lists and before co-ordinating or subordinating conjunctions
- Writes compound sentences using co-ordination (e.g. or / and / but) with commas (,but ,or except 'and')
- Adverbial complex sentences using subordinating conjunctions as, when, if
- To use commas mostly correctly after adverbs or prepositions at the beginning of sentences *(e.g. In the playground, Then, Slowly,).*

Spelling

Focus on words with the following etymology

- 'cent' and 'centre'
- 'gram'

Words with the root morpheme

- 'cid'
- 'nat'

Writing

We will be writing:

- **A diary entry** based on 'Cloud Tea Monkeys'
- **A rhyming poem** based on Valerie's Bloom's poetry

Some of the skills we will learn are:

- 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).*

Handwriting

- Writes legibly and cursively with increasing fluency
- Focus on attention to letter size and spacing.
- Holds pen correctly with the correct pen grip with use of writing aids where necessary.
- Revising joins in a word: ness, ship
- Revising joins in a word: ing, ed
- Revising joins in a word: s,
- Revising joins in a word: ify
- Revising joins in a word: nn, mm, ss
- Revising parallel ascenders: tl, tt, ll, bb
- Revising parallel ascenders and descenders: pp, ff
- Revising joins to an anticlockwise letter: cc, dd

<table>
<tr><th colspan="2">MATHS</th></tr>
<tr><td>Measure – Perimeter
A regular polygon has sides which are the same length and equal interior angles
Perimeter is the distance around the edge of a closed two-dimensional shape
Different shapes can have the same perimeter
Perimeter is measured in units of length and can be found by counting units
Perimeter can be calculated by adding together the side lengths of a two-dimensional shape
The perimeter of a rectangle can be calculated using addition and multiplication
Unknown side lengths can be calculated from perimeter and known side lengths
The perimeter of a regular polygon can be calculated using multiplication
The side length of a regular polygon can be calculated using division where the perimeter is known</td><td>Calculations – multiplication and division
Recap 3 and 6 times table and related division facts
Represent counting in nines as the nine times table
Explain the relationship between adjacent multiples of nine
Use known facts from the ten times table to solve problems involving the nine times table
Explain the relationship between multiples of three and multiples of nine
Explain the relationship between pairs of three and nine times table facts which have the same product
Use the divisibility rules for divisors of three
Use the divisibility rules for divisors of six</td></tr>
<tr><th>Science</th><th>Computing</th></tr>
<tr><td>Recap of Electricity
Apply understanding of electrical circuits to design and make a working torch (cross-curricular with Design and Technology).
Make a functioning circuit including a switch.
Design a suitable casing for your customer.
Evaluate completed torch and suggest improvements.
To learn about the work of Michael Faraday and Jagjit Singh Sahota
Link in with DT - designing and making our own torches powered by a circuit</td><td>Coding
to be able to sequence block instructions to write computer code to solve problems
To understand how a Scratch game works by using decomposition to identify key features
Solve problems by decomposing them into smaller parts using block coding (scratch)
To understand what a variable is and how to make one
A variable is a value that can change (depending on conditions)
To understand how to make a variable in Scratch
To be able to use knowledge of how variables work to create a quiz</td></tr>
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French

Les nombres et Joyeux Noel

Speaking and Listening

- To understand the question word: Qu'est-ce que…. And be able to answer with Je voudrais.
- To be able to sing a French song/carol

Reading and Writing

- Focus on intercultural understanding in this unit.
- Writing a letter in French.

Intercultural Understanding

- To know some key similarities and differences between a typical French and English Christmas. Eg: La Fête des Rois.
- To learn a French carol

French phonics objectives



As in 'vingt'



'en' as in trente

Revise all number phonics from year 3.



As in 'et'

RE

What might Jesus think about Christmas?

- Evaluate the real meaning of Christmas for Christians
- Christians believe Christmas is a holy day that marks the birth of **Jesus**, who Christians believe to be the Son of God.
- How is Christmas celebrated by Christians?
- Children reflect on experiences of gift giving and consider what is the 'spirit' of Christmas? What can they do to help?
- Children empathise with how different people may feel about Christmas (including Jesus)
- Children consider ways in which the true meaning of Christmas may have been lost

I can use religious vocabulary to interpret and show understanding of key religious beliefs and traditions

History

Romans

What impact did the Roman Empire have on life in Britain?

- To know that Romans invaded Britain in AD 43
- To understand what Empire means in relation to the Romans.
- To know the area it covered by the Roman Empire while Julius Caesar was in power.
- To know who Julius Caesar was and why he invaded Britain.
- To know that the Roman Empire had a large army which enabled them to invade.
- To understand who Queen Boudicca was and why she rebelled against the Roman army.
- To know what life was like in Iceni before and after the invasion.
- To know three improvements that the Romans brought to Britain: Road and bridges, viaducts and aqueducts, baths, entertainment venues.
- To know what Civilisation means in relation to Romans

PSHE

- To understand that, sometimes, we make assumptions based on what people look like
- To understand what influences me to make assumptions based on how people look
- To know that sometimes bullying is hard to spot and I know what to do if I think it is going on. Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying
- To tell you why witnesses sometimes join in with bullying and sometimes don't tell. Know the reasons why witnesses sometimes join in with bullying and don't tell anyone
- To identify what is special about me and value the ways in which I am unique
- To tell you a time when my first impression of someone changed when I got to know them

P.E. Hockey (outdoor)

1. To develop sending the ball with a push pass.
2. To develop receiving the ball

Sending & receiving: know that cushioning a ball will help me to control it when receiving it.

3. To develop dribbling using the reverse stick (Indian dribble).

Dribbling: know that protecting the ball as I dribble will help me to maintain possession.

4. To develop moving into space after passing the ball

Space: know that moving into space will help my team keep possession and score goals.

5. To use an open stick tackle to gain possession.

Defending: know when to mark and when to attempt to win the ball.

6. To apply defending and attacking principles and skills in a hockey tournament

Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.

- 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 Dance (indoor)

- To copy and create actions in response to an idea and be able to adapt this using changes of space.

I can copy and remember set choreography.
I can provide feedback using appropriate language relating to the lesson.

- To choose actions which relate to the theme.

I can choose actions and dynamics to convey a character or idea.

- To develop a dance using matching and mirroring.

I can respond imaginatively to a range of stimuli relating to character and narrative.

- To learn and create dance moves in the theme of carnival.

I can use changes in timing and spacing to develop a dance.

- To develop a carnival dance using formations, canon and unison.
- To develop a dance phrase and perform as part of a class performance.

- 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

Design and Technology

Problem: I can't see the time at night in my bedroom

1) To investigate, (where practical) disassemble different examples of battery-powered torches.
2) To investigate examples of switches and how they work. E.g. Push to make, push to break, toggle switch.

2) A push to break switch is off while the button is pushed but returns to its on position when released.
2) A push-to-make switch – when you push the electricity flows through the circuit, but when you release it the circuit is broken and the switch is off.
3) To know how to make manually controlled, simple series circuits with batteries and different types of switches, bulbs and buzzer.
3) To know how to make a secure connection

a) Tape with insulating tape
b) Wrap wire ends around together
c) When using a bulb holder bend the wire around the screw in the direction of turning when tightening.

4) To develop a simple design specification and refer to it when designing
5) To apply prior knowledge to design my torch

- Generate a range of ideas by drawing on their own experiences that show consideration of the needs of the target market.
- To be able to use cross-sectional drawing to communicate ideas.

6) To use skills I have learned to plan main stages in making and select appropriate tools and components
7) To use all skills I have learned to make my torch
8) To evaluate my torch against the design criteria and user needs.