



## YEAR 4 Autumn Term overview

Subject	
TRIPS	Trip to a mosque (link to RE topic) - 5 <sup>th</sup> October 2022
Maths	<p>Place value- order and compare numbers beyond 1000</p> <p>Rounding, estimation and magnitude</p> <p>Securing addition and subtraction mental fluency</p> <p>Securing formal written addition and subtraction fluency</p> <p>Counting in multiples of 6,7,9,25 and 10000</p> <p>Multiplication and division facts (Times tables)</p> <p>Factor pairs, integer scaling and correspondence problems</p> <p>Problem solving including measures to apply place value, mental strategies and arithmetic laws</p> <p>Multiply and divide a one- or two-digit number by 10 and 100</p> <p>Measure- Conversion of units</p> <p>Measures- Compare, estimate, and calculate</p> <p>Discrete and continuous data (Time graphs), including application of scales and division</p> <p>Perimeter</p>
English	<p><b>Poetry:</b> Class read and respond to free verse poems using descriptive language and similes.</p> <p><b>Narrative:</b> Myths and Quests. The children will look at the style of these stories and then write their own.</p> <p><b>Non-fiction:</b> Non-chronological reports. We will look at newspaper articles, manuals for new inventions and Healthy Eating reports.</p> <p><b>SPaG:</b> (Spelling, grammar and punctuation):</p> <p>Extending the range of sentences with use of conjunctions.</p> <p>The use of Homophones and their meanings.</p> <p>Fronted adverbials and how they can improve a piece of writing.</p> <p>Consider different word types: Adjectives, nouns, adverbs, verbs.</p>



## YEAR 4 Autumn Term overview

	<p>Indicate grammatical and other features by: Using commas, full stops and how to punctuate dialogue, both direct and indirect.</p> <p>Types of clauses (statement; exclamation; command; question)</p> <p>The use of Prepositions to improve writing</p> <p>Spelling: -ily &amp; ly, -ed, -ing, -ure, -ing (double consonant), -er, possessive apostrophes, homophones, -less, -ful, -ness, -ment, -er, -est, -cian, -ous &amp; silent letters</p>
Topic	<p>Topic: Greeks</p> <p>Historical knowledge:</p> <ul style="list-style-type: none"><li>• Ancient Greece was based in the same place where modern Greece is.</li><li>• To understand that the Ancient Greeks built large buildings, many of which still partially stand today.</li><li>• Ancient Greeks believed in many Gods and Goddesses.</li><li>• As their civilisations were around at the same time, the Ancient Romans copied a lot of their ideas and habits from the Ancient Greeks.</li><li>• They are believed to have invented many things we still have today including marathons, the Olympics, theatre, medicine, philosophy and democracy.</li></ul> <p>Geographical knowledge</p> <ul style="list-style-type: none"><li>• Greece is a European country made up from the mainland and several islands.</li><li>• It is known as a Mediterranean country as one of the seas it borders is the Mediterranean Sea.</li><li>• The population of Greece is around 10.6 million people. 3.2 million of them live in the capital city Athens.</li><li>• Greece shares land borders with Albania, North Macedonia, Bulgaria, and Turkey.</li><li>• It is a very mountainous country. Mountains cover over 80% of the country.</li></ul>



## YEAR 4 Autumn Term overview

	<p><b>Key Vocabulary:</b> Greece., Athens, mainland, island, mountainous., Mediterranean, Mount Olympus, Olympics, philosophy, democracy.</p>
Computing	<p><b>Topics:</b></p> <p><b>Online Safety</b></p> <ul style="list-style-type: none"><li>• To understand how children can protect themselves can protect themselves from online identity theft.</li><li>• Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</li><li>• To identify the risks and benefits of installing software including apps.</li><li>• To understand that copying the work of others and presenting it as your own is 'plagiarism' and to consider the consequences of plagiarism.</li><li>• To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</li><li>• To identify the positive and negative influences of technology on health and the environment.</li><li>• To understand the importance of balancing game and screen time with other parts of their lives.</li></ul> <p><b>Coding</b></p> <ul style="list-style-type: none"><li>• To use selection in coding with the 'if/else' command.</li><li>• To understand and use variables 2Code.</li><li>• To use flowcharts for design of algorithms including selection.</li><li>• To use the 'repeat until' with variables to determine and repeat.</li><li>• To learn about and use computational thinking terms; decomposition and abstraction.</li></ul> <p><b>Spreadsheets</b></p> <ul style="list-style-type: none"><li>• Formatting cells as currency, percentage, decimal to different decimal places or fraction.</li><li>• Using the formula wizard to calculate averages.</li></ul>



## YEAR 4 Autumn Term overview

	<ul style="list-style-type: none"><li>Combining tools to make spreadsheet activities such as timed tables tests.</li><li>Using a spreadsheet to model a real-life situation.</li><li>To add a formula to a cell to automatically make a calculation in that cell.</li></ul> <p><b>Key Vocabulary:</b> average, cells, formula, columns, advance mode, cookies, emails, malware, spam, phishing, algorithm, bug, action, alert, command.</p>
Science	<p><b>Topics: States of Matter (Autumn 1) &amp; Electricity (Autumn 2)</b></p> <p>Pupils will explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils will observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.</p> <p>Pupils will construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils will draw the circuit as a pictorial representation.</p> <p><b>Key Vocabulary:</b> Solid, liquid, gas, particles, temperature, bulbs, electricity, wire, current, battery, construct, build, difference, material, experiment.</p>
DT	<p><b>Topic: Seasonal Stockings</b></p> <p>Children will develop and use their knowledge of, and skills in, a variety of sewing techniques for joining and decorating fabric in order to design and make their very own Christmas stocking.</p> <p>They will generate ideas through discussion and research, considering the purposes for which they are designing.</p> <p>Make labelled drawings from different views showing specific features and create own design criteria.</p> <p>Develop a clear idea of what must be done, planning how to use materials, equipment, and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Explain how the plan will be carried out.</p> <p>Understand how realistic a plan is.</p>



## YEAR 4 Autumn Term overview

	<p>Evaluate and explain how products work and identify criteria that can be used for their own designs.</p> <p><b>Key Vocabulary:</b> size, colour, materials, decoration, function, joins, visual appeal, sewing, stitch, fabric, needles, pins, thread, running stitch, overstitch, backstitch.</p>
Art	<p><b>Topic: Still life</b></p> <p>Pupils will explore a range of different artefacts that consolidates their year 3 history topic of the Romans. They will explore making, painting and creating different artefacts using a range of resources. Furthermore, children will find out about various still life artists and create some still life pieces themselves.</p> <p>Start to develop their own style by focusing on:</p> <p>line, tone, scale texture, and depth-using sketch books to try different techniques</p> <p>Draw for sustained periods of time over several sessions on one piece at an appropriate level</p> <p>Identify and draw the effect of light.</p> <p>Begin to show facial expression and body language in their drawing</p> <p>Attempt to show reflections in a drawing</p> <p>Explain why they have chosen specific materials to draw with.</p> <p><b>Key Vocabulary:</b></p> <p>Consider, Describe,</p> <p>Imagine, Artists,</p> <p>material, still life,</p> <p>texture, tone, scale,</p> <p>sketch, position,</p> <p>artefacts portrait,</p> <p>landscape, shading,</p>



## YEAR 4 Autumn Term overview

	<p>perspective, reflections</p>
Long PE	<p><b>Topic: Handball &amp; Hockey</b></p> <p>During this term, the children will be learning the skills required to play handball and hockey. They will learn how to catch a ball, how to play a competitive game and how to score goals, how to work as a team, how to defend and attack, controlling a ball and learning different passes.</p> <p>know how to combine travelling skills with strategies for attacking and defending, therefore I can:</p> <ul style="list-style-type: none"><li>- move into space</li><li>- move and signal to obtain possession</li><li>- move with equipment using a range of techniques showing control and fluency, whilst considering my next move</li></ul> <p>know how to use and apply invasion games skills, therefore I can:</p> <ul style="list-style-type: none"><li>- play confidently in small, sided invasion games using various formations</li><li>- use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc)</li><li>- use a range of tactics to keep possession of the ball and get into position to shoot or score</li><li>- understand how to dodge, mark, signal for the ball and intercept</li><li>- play within the rules</li><li>- recognise aspects that need improving</li></ul>



## YEAR 4 Autumn Term overview

	<p><b>Key Vocabulary:</b> exercise, breathe, measure, position, anticipate, accuracy, strength, control, extend, defend, dribble, shooting, circle, caught, heart.</p>
RE	<p><b>Topic: Identity and Belonging</b></p> <p>Pupils will understand the challenges of individual commitment to a community of faith or belief. They will examine the role of religious leadership and why belonging to religious communities that may be valuable in their own lives.</p> <p>Pupils will also show an understanding of some of the challenges individuals face when belonging to a faith community.. Pupils will explore how some religious people are guided by their religious leaders.</p> <p>Give examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders.</p> <p><b>Key Vocabulary:</b> Five Pillars, Muhammad, Imam, Jesus, vicar, leader, faith, community, poverty, charity, Kolkata, Ramadan, Eid, Zakat, belonging, responsibility, worship,</p>
PSHE	<p><b>Being me and my world</b> - Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p> <p><b>Celebrating difference</b> - Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p> <p>The skills taught will include: helping others to feel welcome, trying to make our school community a better place, thinking about everyone's right to learn, caring about other people's feelings and working well with others. In the second half of term, we will be accepting that everyone is different, inclusion of others when working and playing, knowing how to help if someone is being bullied, trying to solve problems, trying to use kind words, and knowing how to give and receive compliments.</p> <p><b>Key Vocabulary:</b> responsibility, values, decisions, influence, team, judgement, democracy, empathy, friendship, emotions, memories, personal,</p>



## YEAR 4 Autumn Term overview

	special, remember, promise.
French	<p>J'ai un chat</p> <p>Vocabulary focus: animals</p> <p>Grammar focus: plural forms of adjectives</p> <p>Luc adore serpents</p> <p>Vocabulary focus: saying you like/love/dislike/hate something</p> <p>Grammar focus: common 'er' verbs (aimer, adorer, detester) 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person present tense</p> <p>Dimanche c'est mon anniversaire</p> <p>Vocabulary focus: days of the week</p> <p>Grammar focus: aller and faire (1<sup>st</sup> person present tense)</p>
Musical Drama	<p>Pupils will be taught by a specialist drama teacher where they study various films and plays. They will have the opportunity to act out scenes, learn lines and develop characterisation.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>• The lyrics: what the song is about.</li> <li>• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>• Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>• Name some of the instruments they heard in the song.</li> <li>• To confidently identify and move to the pulse.</li> <li>• To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>• Talk about the music and how it makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>