

YEAR 4 CURRICULUM OVERVIEW – AUTUMN TERM



LITERACY <u>Fiction-</u> Ancient Greek myths and legends Krindlekrax -Philip Ridley Coming Home – Michael Morpurgo <u>Non-fiction</u> – Persuasion, instructions <u>Poetry</u>– Mythical beast poetry <u>Writing</u> To plan, draft and write, evaluate and edit, proofread then read aloud their writing. <u>Writing genre</u> –Poetry, character description, persuasive advert, instructions, narrative. <u>Speaking and Listening-</u> Developing fluency and reading opportunities- Reader’s Theatre. Voice 21. <u>Reading – NC Year 4 objectives</u> - Whole class guided reading. Vipers questions, comprehension, book cover analysis, character comparison, book review. <u>GPS</u> Use of fronted adverbials, direct speech, conjunctions, apostrophes to mark plural possession, use of compound and complex sentences. Correct use of paragraphs, past and present tense, use 1st and 3rd person correctly, rhetorical questions, Standard English, expanded noun phrases, present perfect form of verbs. <u>National Curriculum y3/4 spelling objectives</u> (Year 4 Twinkl Spelling Autumn term). <u>Handwriting – Twinkl Scheme.</u> NC Y3/4 Handwriting Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	<u>White Rose Year 4 Autumn Term</u> <u>Place value</u> Numbers to 1000, Numbers to 10,000 (representing, partitioning), number lines, comparing, ordering, estimating, rounding to the nearest 10, 100, 1000. Roman numerals, find 1, 10, 100, 1000 more/less. <u>Addition and Subtraction</u> Add and subtract 1s, 10s, 100s and 1000s, add and subtract up to two 4 digit numbers (no exchange, one exchange, more than one exchange), efficient subtraction, estimate and check. <u>Area</u> Find area, count squares, make shapes, compare areas. <u>Multiplication and Division</u> 3x, 6x, 9x, 7x, 11x, 12x (mult and div facts), Multiply by 1 and 0, Divide a number by 1 and itself, Multiply 3 numbers. (Prepare for Year 4 Multiplication Check) <u>MATHEMATICS</u>
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SCIENCE	<u>Animals: Digestion and Food (Kapow)</u> To describe the function of the human digestive system. To recognise the different types of human teeth and their roles in eating. To explain how to care for our teeth. To recognise that differences in teeth relate to an animal's diet. To recognise producers, predators and prey in food chains. To recognise that animal poo can give us clues about digestion, teeth and diet. <u>Energy: Electricity and Circuits</u> To recognise how electrical appliances are powered. To construct an electrical circuit. To explain the use of switches in a circuit. To explain the use of materials as electrical conductors or insulators. To investigate what affects bulb brightness. To explain how to be safe around electricity.	<u>The Internet (Teach Computing)</u> To apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. To learn that the World Wide Web is part of the internet and explore the World Wide Web to learn about who owns content and what they can access, add, and create. To evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. <u>Audio Production</u> To identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. To discuss the ownership of digital audio and the copyright implications of duplicating the work of others. To use Bandlab to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. To evaluate their work and give feedback to their peers.
GEOGRAPHY	<u>Spain and Catalonia (PlanBee)</u> To compare and contrast Spain and the United Kingdom. To know where Spain is in the world. To know about the physical geography of Spain. To know about the human geography of Spain. To know about the region of Catalonia. To find out about the climate of Spain. To understand the importance of tourism to Spain.	<u>How can we find out about the civilization of Ancient Greece? (Key Stage History)</u> How can we know so much about the Ancient Greeks who lived over 2,500 years ago? What can we work out about everyday life in Ancient Athens? Why was Athens able to be so strong in the 5th and 6th Century? Would you have preferred to live in Athens or Sparta? What can we tell about the Ancient Greeks from a study of their theatre and Olympics? What did the Ancient Greeks do for us?

MUSIC	<u>Ukulele (Charanga)</u> How to strum basic, steady rhythms and relate these to use of quavers and crotchets How to play at least 4 chords and change them appropriately to play songs in an ensemble - C, G, F and Am Singing as well as playing the instrument Performing in an ensemble and in duets and solos Use of dynamics Perform 5 songs as a class - A sailor went to Sea, 3 Little Birds, Shotgun, Jingle Bells, Last Christmas (Wham!) To appreciate and understand the context in which songs were/are written (Wham etc) Understand and use musical terms such as tempo, time signature, treble clef, forte (f) piano (p), Minor and major chords, crotchet, quaver, minim and semibreve	<u>Netball (Getset4PE)</u> To develop passing and moving and play within the footwork rule. To use a variety of passes to move towards a goal. To develop movement skills to lose a defender. To defend an opponent and try to win the ball. To develop the shooting action. To apply skills and knowledge to play games using netball rules. <u>Ball skills</u> To develop tracking and collecting skills. To develop confidence and accuracy when tracking a ball. To develop dribbling skills with hands and feet To develop catching skills using one and two hands. To explore and develop a variety of throwing techniques. To use tracking and sending skills with feet. <u>Dodgeball</u> To develop throwing and apply this to a target game. To develop dodging skills to avoid being hit. To develop catching and learn the rules of the skill within this game. To further develop catching and use the rules of the skill within this game. To begin to think tactically and apply this to a game. To apply skills and knowledge to compete in a tournament. <u>Gymnastics</u> To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To link actions that flow using the rolls I have learnt To develop strength in inverted movements. To create a great partner sequence to include the skills I have learnt and apparatus.
ART	<u>Drawing: Exploring tone, texture and proportion (Kapow)</u> To draw using tone to create a 3D effect To explore how combining lines and mark making can show texture and tone in drawings. To understand proportion by observing how it is used in artwork. To understand what is an effective composition in art. To apply an understanding of texture, tone and proportion in a drawing. To create a collaborative piece of art inspired by an artist.	<u>Mechanical Systems: Making a slingshot car (Kapow)</u> To build a car chassis To design a shape that reduces air resistance To make a model based on a chosen design To assemble and test my completed product

PSHE	Families and Relationships (Kapow) To develop an understanding of courtesy and manners in a range of situations. To begin to understand the physical and emotional boundaries in friendships. To understand that my behaviour can have an impact on others. To understand the impact of bullying and the responsibility of bystanders to help. To explore stereotypes in fictional characters and think about how these might influence us. To recognise that stereotypes can relate to a number of factors. To begin to understand that families are very varied, in this country and across the world. To explore how we can help following a bereavement. Health and Well-being To understand how to look after our teeth. To understand what relaxation feels like and to know that relaxation techniques can be used anywhere. To develop a growth mindset and understand that mistakes are useful. To identify individual strengths and begin to see how they can affect others. To identify what is important to me and to take responsibility for my own happiness. To understand a range of emotions. To begin to understand what mental health is and who can help if I need it.	RELIGIOUS EDUCATION	<u>What is the Bible and why is it important to Christians? (South Tyneside Agreed Syllabus for RE)</u> What do we know already about the Bible? KWL Grid Where did the Bible come from? What types of writing are in the Bible? What is the Bible about (the Big story of Christianity)? How might the Bible help Christians? How do Christians use the Bible? Is the Bible creation story true? So, what is the Bible and why is it important to Christians? <u>Why do Christians call Jesus the Light of the World?</u> How is Jesus depicted as light of the world by some artists? What are the symbols in the Advent ring? What messages of light does the world need today?
FRENCH	<u>'LES ANIMAUX' (PET ANIMALS)Unit 4</u> (Agreed French Syllabus for South Tyneside/ National Curriculum) To ask and answer questions about pets, understand masculine, feminine and plural form of nouns and masculine and feminine form of adjectives in relation to pets. To read and understand short descriptions of pets and also be able to write a short description (2 or 3 sentences) of their pet independently without support. To use short phrases for asking and answering questions about pets, using mainly memorised language. Apply their knowledge of adjectives and verbs in new contexts and create their own language. Memorise language to perform a playlet and speak in the foreign language with appropriate expression. Write 3 or more sentences on their own about pets using adjectives, verbs and simple conjunctions correctly and be able to give an opinion.	KEY INFORMATION	<u>Homework and Reading books:</u> Homework book will be given out on a Friday then to be handed in by the following Thursday. Children can also login to Doodle Maths (inc Tables) and Doodle English (Inc Spell) and complete the set assignments. TTRockstars – children have individual passwords to practise times tables in preparation for the Year 4 Multiplication Check in June. Reading books to be returned to school with reading record signed by a parent/guardian when books are completed. <u>Educational Visits/Events</u> Openzone - BANDLAB Various Sporting events over the term Author visit – Kate Rolfe PE lesson is on a Thursday morning. Thank you for your continued support Mrs Simpson

TERM DATES	Term	Open morning of	Close afternoon of
	Autumn Term	Tue 02 Sep 2025	Fri 24 Oct 2025
		Mon 03 Nov 2025	Fri 19 Dec 2025
	Spring Term	Mon 05 Jan 2026	Fri 20 Feb 2026
		Mon 02 Mar 2026	Thu 02 Apr 2026
	Summer Term	Mon 20 Apr 2026	Fri 22 May 2026
		Mon 01 Jun 2026	Fri 17 Jul 2026
	All dates may be subject to change, please check with the school. In-Service days to be confirmed.		