

Curriculum Overview For Year 4 Autumn 2023-24

<p>English</p> <p>Traditional Tales—The Book of Lost Happy Endings by Carol Ann Duffy</p> <p>Adventure—The Boy with a Bronze Axe by Kathleen Fidler</p> <p>Recounts / Discussion— based on the Bronze Age and The Lake District</p> <p>Fantasy— The Tale of Jemima Puddleduck by Beatrix Potter</p> <p>Free Verse Poetry—Daffodils by William Wordsworth</p> <p>Vocabulary, Grammar & Punctuation</p> <p>I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>I can use a range of prepositional phrases.</p> <p>I can use verbs in the past, present and future tense.</p> <p>I can vary sentence structure by using different openers.</p> <p>I am beginning to use fronted adverbials .</p> <p>I can talk about my work using the learning from KS1/ Year 3 and my Year 4 grammar list.</p> <p>I describe nouns in careful detail when I need to write about a complex object.</p> <p>I can use a varied and rich vocabulary</p> <p>Speaking & Listening</p> <p>I can ask questions to clarify or develop my understanding.</p>	<p>I can justify an answer by giving evidence.</p> <p>I can use Standard English when it is required</p> <p>Composition</p> <p>I can write a narrative about my own or others experiences (fact and fiction)</p> <p>I plan my writing by looking at similar texts I have written before</p> <p>I am able to use ideas to plan writing.</p> <p>I can draft my work into paragraphs.</p> <p>I can create different settings, characters and plot in narratives.</p> <p>I can propose changes and edit written work to improve the use of grammar and vocabulary</p>	<p>Science LC: What's the matter?</p> <p>I can compare and group materials together, according to whether they are solids, liquids or gases?</p> <p>I can explain what happens to materials when they are heated or cooled?</p> <p>I can measure or research the temperature at which different materials change state in degrees Celsius?</p> <p>I can use measurements to explain changes to the state of water?</p> <p>I can identify the part that evaporation and condensation has in the water cycle?</p> <p>Can they associate the rate of evaporation with temperature?</p>	<p>Science LC: Guess who?</p> <p>I can recognise that living things can be grouped in a variety of ways?</p> <p>I can explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)</p> <p>I can compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric</p> <p>I can recognise that environments can change and this can sometimes pose a danger to living things?</p>
<p>Maths</p> <p>Number and Place Value</p> <p>I can recognise the place value of each digit in a 4-digit number.</p> <p>I can find 1,000 more or less than a given number.</p> <p>I can identify, represent and estimate numbers using different representations.</p> <p>I can order and compare numbers beyond 1,000.</p> <p>I can round any number to the nearest 10, 100 or 1,000.</p> <p>I can count backwards through zero to include negative numbers.</p> <p>I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.</p> <p>Addition and Subtraction</p> <p>I can add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.</p>	<p>I can estimate and use inverse operations to check answers in a calculation.</p> <p>I can solve addition and subtraction 2-step problems in context, deciding which operations and methods to use.</p> <p>Multiplication and Division</p> <p>I can recognise and use factor pairs and commutativity in mental calculations.</p> <p>I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>I can recall multiplication and division facts up to 12x12.</p> <p>I can multiply 2-digit numbers by a 1-digit number using formal written layout.</p> <p>Measurement</p> <p>I can find the area and perimeter of rectilinear shapes</p>	<p>PE: Personal Skills</p> <p>I cope well and react positively when things become difficult</p> <p>I can improve my performance through regular practise</p> <p>PE: Social Skills</p> <p>I can co-operate well with others and give helpful feedback</p> <p>I can help organise roles and responsibilities</p>	<p>RE</p> <p>What is the 'Trinity' and why is it important for Christians? INCARNATION</p> <p>What do Hindus believe God is like?</p> <p>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p>
<p>History</p> <p>LC: How unpleasant were the Bronze and Iron Ages?</p> <p>I can sequence event on a timeline using centuries.</p> <p>I can sequence different periods of history on a timeline.</p> <p>I can identify and work out time difference, including rounding to centuries and decades.</p> <p>I can explain how events from the past have helped shape our lives.</p> <p>I can describe how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p>	<p>Geography</p> <p>LC: How does water go round and round?</p> <p>I can identify the same features on an aerial photograph as on a map.</p> <p>I can accurately select, measure and collect information</p> <p>I can describe the main features of a well-known city / village.</p> <p>I can describe the main physical differences between cities and villages</p> <p>I can select information and carry out a survey to discover features of cities and villages.</p> <p>I can make reasoned judgements as to why people are attracted to live in a village rather than a city.</p> <p>I can observe different views about an environmental issue and explain my own.</p> <p>I can reason/ speculate how a locality has changed over time with reference to human features.</p> <p>I can observe different views about an environmental issue and explain my own.</p>	<p>French : Playtime</p> <p>I can pick out familiar words and phrases from spoken sentences.</p> <p>I can talk about myself using some common verbs in the first person singular form, e.g. "je mange"</p> <p>I can follow and understand a familiar written text, reading and listening at the same time</p> <p>I can express my opinions using simple sentences</p>	<p>Computing: Digital Citizenship/ Online Safety/ PSHE</p> <p>I can use technology safely and respectfully and responsibly</p> <p>I can explain how my online identity can be different to the identity I present in 'real life'.</p> <p>Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.</p> <p>I can identify some online technologies where bullying might take place.</p> <p>I can identify times or situations when I might need to limit the amount of time I use technology and suggest strategies to help me limit this time.</p>
		<p>Art and Design</p> <p>3D/ Textiles</p> <p>I can experiment with and combine materials and processes to design and make 3D form.</p> <p>Printing</p> <p>I can print using at least four colours.</p> <p>I can create an accurate print design.</p> <p>I can print onto different materials.</p> <p>Cooking and Nutrition</p> <p>I can know what to do to be hygienic and safe.</p> <p>I have thought about how to present my product in an interesting</p>	<p>Music</p> <p>To learn instrumental skills - djembe drum.</p> <p>To develop and improvise rhythmic patterns.</p> <p>To investigating the timbre of different instruments.</p> <p>To be able to play the drum or glockenspiel from standard notation (treble clef) .</p> <p>To be able to play an individual part in a two /three rhythm ensemble.</p> <p>Appreciate a wide range of live & recorded music.</p>