

Year 4 Curriculum Plan – Autumn 1 2017

<u>Subject</u>	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
English (including composition, reading comprehension and spoken English.)	Book Study: Journey By Aaron Becker Discuss different styles of text. Ask questions to improve their understanding of the text and draw inferences such as characters feelings, thoughts and motives from their actions.	Book Study: Journey By Aaron Becker Discuss different styles of text. Draft and write by building a rich vocabulary , creating settings, characters and plot.	Drama. The Conquerors. Links to ICC and the topic of Invasion. Creating and developing a character for a whole class setting. Adapting to changes and other people’s ideas.	Drama. The Conquerors. Links to ICC and the topic of Invasion. Exploring a range of drama techniques. Looking for clues in the text to influence our performance.	Newspapers. Identifying bias and different points of view. Editing skills. Identifying features, annotating, 5 w’s. Looking at headlines - necessary words, shortening and reordering sentences.	Newspapers. Writing headlines, puns, captions and strap lines. Direct and reported speech, formal vs informal language. Writing a newspaper report about Boudicca’s revolt, applying what we have learnt about the features of reports.
Spelling, punctuation and Grammar	Spellings: Pre-fixes ‘mis’, ‘un’, ‘in’, ‘dis’ Text features identifying adjectives and language choices.	Spellings: Pre-fixes ‘mis’, ‘un’, ‘in’, ‘dis’ Sentence construction, adjectives, adverbs, conjunctions, commas.	Spellings: Words ending in <i>zhuh</i> spelt - sure Use of dictionary. Careful choice of adjectives and powerful / emotive vocabulary.	Spellings: Words ending in <i>zhuh</i> spelt - sure Differences between spoken and written language. Formal vs informal. Use of apostrophe for omission.	Spellings: Adding the pre-fix ‘auto’ Sentence construction – shortening and reordering sentences. 1 st and 3 rd person.	Spellings: Adding the pre-fix ‘auto’ Punctuating direct and indirect speech. Formal and informal language.
Guided Reading Whole Class Teaching Year 4 texts:	The White Giraffe by Lauren St John, The Blurred Man by Anthony Horowitz, The Street Child by Berlie Doherty, A mixture of extracts from a variety of children’s classic texts.					
Examples of English across the curriculum	Spoken literacy: debates, arguments and counter-arguments.	Justifying choices in writing. Writing arguments and putting across viewpoints.	Spoken literacy: drama	Spoken literacy: drama	Newspaper report on Boudicca's revolt / the battle of Watling Street.	Newspaper report on Boudicca's revolt / the battle of Watling Street.
Maths	Number: Number and Place	Number: Addition and	Number: Addition and Subtraction.	Number: Addition and Subtraction.	Number: Multiplication and	Number: Multiplication and

	<p>Value Count and compare numbers with up to 4 digits. Order numbers and be able to explain their understanding of Place Value.</p> <p>Round numbers to the nearest 10, 100 and 1000.</p>	<p>Subtraction. Mental calculations. Counting on and back in varying steps, including 5, 10 and 25 from a variety of starting points. Number bonds to 10, 100, 1000 etc. Informal methods – numberline</p>	<p>Formal written methods. Calculating using the formal written method of addition and subtraction. Geometry Properties of 2D shapes Regular and irregular, symmetry, parallel lines, perpendicular, right angles, acute and obtuse angles.</p>	<p>Formal written methods. Calculating using the formal written method of addition and subtraction. Geometry Properties of 2D shapes Sorting shapes using Venn diagrams, Carroll diagrams and branching keys.</p>	<p>Division Tables practice and games recalling facts to 12 x 12. Multiplying numbers by 10, 100 and 1000 and dividing by multiples of 10, 100 and 1000.</p>	<p>Division Introduce division grid method using PV counters. Using knowledge of place value to partition numbers before multiplying using the grid method.</p>
Examples of Maths across the curriculum	Science – links to geometry. Asking questions / describing 2D shapes. Importance of knowing and using scientific and mathematical vocabulary.	Timelines looking at the Roman Empire before the successful invasion of Britain.	Taking careful measurements. Exploring body proportions.	Collecting and interpreting data in science. Scattergraphs. Spotting patterns and relationships and extrapolating.	Geometrical patterns – tessellations linking to Roman mosaics.	Introduction to Roman Numerals
International Creative Curriculum	Invasion! Understand the story of Romulus and Remus. Consider which information may not be true and why. Retell the story in phases.	Invasion! Consider Rome and what the geographical features of Rome are. Why was the location of Rome chosen. Looking at what actually happened in more detail.	Invasion! What was life like in the Roman army? Clothing, equipment and weapons. Consider how those men would have felt going into battle.	Invasion! Should Claudius invade Britain? Children consider for and against reasons for the invasion of Britain. Write a persuasive letter to Emperor Claudius	Invasion! Make comparisons between the Iceni tribe and the Romans. Introduction to Boudicca. Boudicca – revolt, march on London, Colchester and St Albans and eventual defeat.	Invasion! Why the Romans left Britain. Consider the impact of the Romans on Britain. Maths links – Roman numerals. Roman Legacy, including language.
Science	Animals including Humans Can I identify the organs involved in the	Animals including Humans Can I describe the functions of specific	Animals including Humans Can I classify animals by their diet? Food	Animals including Humans Can I identify an animal's diet by	Animals including Humans Can I investigate tooth decay?	Animals including Humans Can I make a model of the human digestive

	human digestive system?	organs in the digestive process?	chains and webs.	looking at its teeth? How are teeth adapted to an animals diet?		system?
Computing	Digital Literacy E-Safety and considering how to find information from reliable sources.	Digital Literacy Using PowerPoint to create presentations about the Roman Empire.	Digital Literacy Research information online and put notes into a word document.	Digital Literacy Organise and add information to PowerPoint.	Digital Literacy Organise and add information to PowerPoint.	Digital Literacy Find appropriate images using google and add them to PowerPoint.
Music	Improvising rhythmic patterns.	Composing and performing rhythmic ostinato accompaniment on percussion.	Recognise different rhythmic phrases. Match musical notation linked to rhythm. Compose and perform own rhythmic ostinato	Compose a perform seven beat rhythmic ostinato.	Explore rhythmic features of rap, and use these to compose their own.	Compose accompaniment for their compositions. Perform using various instruments and assess their work.
R.E.	Hinduism Introducing Hinduism as a faith. Explaining some of the differing ways that believers show their beliefs, ideas and teachings	Hinduism Familiarise oneself with the huge number of different Hindu Gods. Understanding that there is only one supreme being but he displays different characteristics as seen in the numerous Hindu deities.	Hinduism Giving personal opinions about the different Gods. The story of the God Ganesh	Hinduism The story of Rama and Sita. Using drama techniques to understand the characters and their actions more.	Hinduism Understanding that Hindus can pray anywhere and this is called Puja reconstructing a Hindu shrine	Hinduism Looking at the structure and significance of a Mandir Recognising that Mandirs are dedicated to different Hindu Gods.
French	La Recreation (Playtime) The farmer in his meadow (playground game) <i>Le fermier dans son pré</i> <u>Vocabulary:</u> <i>le fermier</i>	La Recreation (Playtime) Simon says... <i>Jacques a dit...</i> <u>Vocabulary:</u> <i>Sautez!</i> <i>Touchez le nez!</i> <i>Touchez la tête!</i>	La Recreation (Playtime) I play... <i>Je joue...</i> <u>Vocabulary:</u> <i>un ballon</i> <i>une corde à sauter</i> <i>un vélo</i> <i>une trottinette</i>	La Recreation (Playtime) In the playground <i>Dans la cour</i> <u>Vocabulary:</u> <i>jouer à chat</i> <i>jouer au foot</i> <i>jouer à la balle</i> <i>jouer à la thèque</i>	La Recreation (Playtime) What do you like to play? <i>À quoi tu aimes jouer?</i> <u>Vocabulary:</u> <i>les jeux d'équipe</i> <i>les jeux de société</i> <i>les jeux vidéo</i>	La Recreation (Playtime) Luc the dreamer <i>Luc le rêveur</i> <u>Vocabulary:</u> <i>un garçon</i> <i>ce soir</i> <i>occupé</i> <i>ennuyé</i>

	<i>le pré la femme l'enfant (m) le chien le chat la souris</i>	<i>Frappez dans les mains</i>	<i>une balançoire un toboggan une bascule un tourniquet</i>	<i>sauter à la corde faire la course jouer à cache-cache</i>	<i>dans le pré à l'intérieur dehors dans la cour</i>	<i>écrire</i>
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