

Year 4 Curriculum Plan – Autumn 1

<u>Subject</u>	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
English (including composition, reading comprehension and spoken English.)	Persuasive writing. Identifying features of persuasive writing. Reading and annotating texts, looking at powerful adjectives / emotive language.	Persuasive writing. Sentence construction; adding adjectives, adverbs and conjunctions. Use of commas. Exaggeration. Persuasive writing.	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: Recapping suffixes 'ful' Text features identifying adjectives and language choices.	Spellings: Recapping suffixes 'ful' Sentence construction, adjectives, adverbs, conjunctions, commas.	Spellings: Recapping suffixes added to words ending in y. (e.g. beauty to beautiful, fly to flies.) Use of dictionary. Careful choice of adjectives and powerful / emotive vocabulary.	Spellings: Recapping suffixes added to words ending in y. (e.g. beauty to beautiful, fly to flies.) Differences between spoken and written language. Formal vs informal. Use of apostrophe for omission.	Spellings: Suffixes beginning with a vowel, including 'ing', 'ed', 'er', 'en' Sentence construction – shortening and reordering sentences. 1 st and 3 rd person.	Spellings: Suffixes beginning with a vowel, including 'ing', 'ed', 'er', 'en' Punctuating direct and indirect speech. Formal and informal language.
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 Value Understand the value of digits in large numbers.	Number: Addition and Subtraction. Mental calculations. Counting on and back in varying steps,	Number: Addition and Subtraction. Mental calculations. Word problems. Using and applying	Geometry Properties of 2D shapes – regular and irregular, symmetry, parallel lines, perpendicular, right	Geometry Properties of 2D shapes Using and Applying work based on sorting shapes and Venn	Number: Multiplication and Division Tables practice and games recalling facts to 12 x 12.

	Order and compare numbers. Calculating with decimals when written as money.	including 5, 10 and 25 from a variety of starting points (including money counting in steps of 25p etc). Number bonds to 10, 100, 1000 etc. Informal methods – numberline.	problems based on addition, subtraction, place value and money.	angles, acute and obtuse angles. Sorting shapes using Venn diagrams, Carroll diagrams and branching keys.	diagrams. Investigating quadrilaterals.	Multiplying numbers by 10, 100 and 1000 and multiples of 10, 100 and 1000. Using knowledge of place value to partition numbers before multiplying using the grid method.
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! Reasons for and against the Roman invasion of Britain. Children in role as advisors to Emperor Claudius. Debate about the pros and cons of invasion.	Invasion! Planning the invasion. Choosing a route, making and justifying choices. Looking at what actually happened in more detail.	Invasion! What was life like in the Roman army? Clothing, equipment and weapons.	Invasion! What was life like in Roman Britain? Comparison of life before and after Roman rule. Did people welcome Roman rule and the changes they brought?	Invasion! Boudicca – revolt, march on London, Colchester and St Albans and eventual defeat.	Invasion! Why the Romans left Britain. Maths links – Roman numerals. Roman Legacy, including language.
Science	Animals including Humans Can I identify the organs involved in the human digestive system?	Animals including Humans Can I describe the functions of specific organs in the digestive process?	Animals including Humans Can I classify animals by their diet? Food chains and webs.	Animals including Humans Can I identify an animal's diet by looking at its teeth? How are teeth adapted to an animals diet?	Animals including Humans Can I investigate tooth decay?	Animals including Humans Can I make a model of the human digestive system?

Computing	Digital Literacy Using PowerPoint to create presentations about the Roman Empire.	Digital Literacy Using PowerPoint to create presentations about the Roman Empire.	Digital Literacy Using publisher to design a Roman food menu.	Digital Literacy Using publisher to design a Roman food menu.	Digital Literacy Word processing newspaper reports about Boudicca.	Digital Literacy Word processing newspaper reports about Boudicca.
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> <i>le pré</i> <i>la femme</i> <i>l'enfant (m)</i> <i>le chien</i> <i>le chat</i> <i>la souris</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> <i>Frappez dans les mains</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> <i>une balançoire</i> <i>un toboggan</i> <i>une bascule</i> <i>un tourniquet</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> <i>sauter à la corde</i> <i>faire la course</i> <i>jouer à cache-cache</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> <i>dans le pré</i> <i>à l'intérieur</i> <i>dehors</i> <i>dans la cour</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>ennuyeux</i> <i>écrire</i>

