

**Year 4 Curriculum Plan – Autumn – 2<sup>nd</sup> Half Term**

<b>Subject</b>	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
English (including composition, reading comprehension and spoken English.)	<b>Ride of Passage</b> Identifying themes in a visual text.  How does the character feel physically and emotionally throughout the book? Through inference and deduction.  Are you able to predict what might happen from details implied?	<b>Ride of Passage</b> Write a narrative including a varied and rich vocabulary and an increasing range of sentence structures  Assess the effectiveness of their own and others' writing and suggest improvements	<b>Pompeii recounts – Vesuvius</b>  Using drama techniques to explore the events at Pompeii.  We will explore and respond to individual stimuli and use drama techniques to explore feelings of people who lived in Pompeii.	<b>Pompeii recounts – Vesuvius</b>  Creating characters and building relationships and community for the role-play to aid imagination?  Write a diary entry in role, as a person who lived in Pompeii when Vesuvius erupted.	<b>Scripts</b>  Consider different themes across scripts and identify the features of scripts.	<b>Christmas Play Scripts</b> Write updated story of 'email: <a href="mailto:jesus@bethlehem">jesus@bethlehem</a> ' as a play script.  Performing our play scripts, developing speaking and listening skills. (Linking to our RE work)
Spelling, punctuation and Grammar	<b>Spellings:</b> Adding the prefix: auto- <b>Grammar:</b> Adjectives and verbs. Alphabetical order.	<b>Spellings:</b> Adding the prefix: auto- <b>Grammar:</b> Verbs and adverbs to show characters' feelings.	<b>Spellings:</b> Adding the suffix-ly <b>Grammar:</b> Expanded noun phrases. Fronted adverbials	<b>Spellings:</b> Adding the suffix-ly <b>Grammar:</b> Synonyms	<b>Spellings:</b> Adding the prefix inter- <b>Grammar:</b> Using pronouns to avoid repetition.	<b>Spellings:</b> Adding the prefix inter- <b>Grammar:</b> Clauses, different sentence types.
Examples of English across the curriculum	Retrieving facts from a range of sources (ICC, volcanoes)	Speaking and listening skills – discussion about taking responsibility for your own behaviour (PHSE)	Organisational features of a non-fiction text (Science, the water cycle).	Features of a play script. (RE)	Retrieving facts from a range of texts (ICC)	Speaking and listening skills – giving performances (Music and RE)
Maths	<b>Number: Addition and Subtraction. Mental and Written calculations.</b> Informal methods – adding through partitioning progressing to expanded and	<b>Fractions: Recognising, Comparing and finding Equivalent Fractions</b> Recognise fractions of shaded shapes and find equivalent fractions. compare and order fractions	<b>Number: Multiplication and Division</b> Multiplying numbers by 10, 100 and 1000 and multiples of 10, 100 and 1000. Using knowledge of place value to partition numbers for	<b>Fractions: Recognising, Comparing and finding Equivalent Fractions</b> Compare and order fractions with different denominators and add and subtract decimals with the same	<b>Number:</b> Count backwards through 0 to include negative numbers. identify, represent and estimate numbers using different representations <b>Time</b> Read, write and convert time between analogue	<b>Number:</b> Count in multiples of 6, 7, 9, 25 and 1,000 Solve number and practical problems that involve place value objectives <b>Graphs</b> Interpret and present discreet and continuous

	compact column addition and subtraction.		multiplication grid.	denominator.	and digital 12 hour and 24 hour clocks. Solve problems including converting from hours to minutes, minutes to seconds, years to months, weeks to days and calculating time durations.	data using bar charts and time graphs.  Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
Examples of Maths across the curriculum	Calculating time difference (looking at the global effect of natural disasters-) (ICC)	Measuring distance and size of clouds. Collecting data about volcanoes and creating graphs (ICC)	Positive and negative numbers – looking at temperatures (Science)	Time line of events of the Nativity (RE) – link to negative numbers.	Timelines – Pompeii (English), collecting data (Science)	Showing results using a variety of data. Discussing the difference between discrete and continuous data. (Science)
International Creative Curriculum	<b>Extreme Earth</b> Looking at volcanoes, how they are created. Plate tectonics.  Art: Hokusai (Japanese artist famous for scenes including Mount Fuji), looking at his work.	<b>Extreme Earth</b> The power and effect of volcanoes, looking at Eyjafjallajökull Iceland and comparing to Pompeii  Producing a volcano picture inspired by Hokusai.	<b>Extreme Earth</b> Design and Technology Project: making a volcano.	<b>Extreme Earth</b> Earthquakes. How they occur. Recap of plate tectonics. How are Earthquakes measured?  Earthquake survival task.	<b>Extreme Earth</b> Tsunamis. What happens when there is an earthquake at sea? Studying recent examples from 2004 and 2011.	<b>Extreme Earth</b> Tornados. What causes a tornado?  How is a tornado different to a hurricane?
Science	<b>Solids, liquids and gases</b>  Properties of materials.  What is the difference between a solid, liquid and gas?	<b>Solids, liquids and gases</b>  Changing state, evaporation.  Can some materials exist as a liquid, a solid and a gas?	<b>Solids, liquids and gases</b>  Investigation: condensation – what is it? How/why does it form?	<b>Solids, liquids and gases</b>  Volcano experiment – Irreversible change (Visitor)  Create own volcano and consider the irreversible change.	<b>Solids, liquids and gases</b>  Investigation: How can we stop a snowman from melting?	<b>Solids, liquids and gases</b>  What is the water cycle?  Investigation: What materials could we use to show our own water cycle?
Computing	<b>Programming with Scratch</b>  Questions and answers – reviewing online and paper based quizzes.	<b>Programming with Scratch</b>  Write and debug a short quiz using simple commands.	<b>Programming with Scratch</b>  Changing a sprite – looking at variables and changing colour, shapes, size etc.	<b>Programming with Scratch</b>  Additional effects – enhancing quizzes by adding backgrounds and effects.	<b>Programming with Scratch</b>  Creating and developing a scoring system.	<b>Programming with Scratch</b>  Evaluating each other's quizzes.

PSHE	<b>Feelings and relationships</b>  Practising solving problems using the control signals poster.	<b>Feelings and relationships</b>  Introducing the ideas of using a 'feelings dictionary' for emotion concepts.	<b>Feelings and relationships</b>  Introducing the idea that feelings can differ in strength.	<b>Feelings and relationships</b>  Practising using the PATHS feelings dictionary.	<b>Feelings and relationships</b>  Discussing ways to resolve conflicts that arise when rules are broken during children's games.	<b>Feelings and relationships</b>  Discussing the story of Trevor Ferrell who began a programme to help homeless people.
Music	<b>Exploring Arrangements</b> Pupils listen to the ostinato accompaniments to three songs. They compare accompaniments and choose a rhythm to perform.	<b>Exploring Arrangements</b> Pupils work out some of the melodic phrases from the song 'Ki yo wah ji neh' by ear. They perform the phrases on tuned percussion and keyboards.	<b>Exploring Arrangements</b> Pupils learn the song 'Christmas Calypso.' They identify different phrases and rhythms and create an accompaniment.	<b>Exploring Arrangements</b> Pupils sing the song 'Christmas Calypso.' They develop their accompaniments to the song and used percussion instruments.	<b>Exploring Arrangements</b> Pupils use tuned percussion instruments and keyboards to perform some of the phrases from the song 'Christmas Calypso.' They perform as a class orchestra.	<b>Exploring Arrangements</b> Pupils rehearse and perform an arrangement of 'Christmas Calypso' as a class orchestra. They reflect on and assess their performance.
Religious Education	<b>Christianity</b> Introduction to Christianity – comparing and contrasting with Judaism	<b>Christianity</b> What do you know about the story of Jesus' birth?	<b>Christianity</b> Who were the important people involved in the Nativity?	<b>Christianity</b> Can you order the events of the Nativity?	<b>Christianity</b> Looking at carols which link to the Nativity.	<b>Christianity</b> Enact the Christmas story.
French	<b>My Home (Chez moi)</b> <i>Where do you live? (Ou habites-tu?)</i>  <u>Key vocab/phrases</u> <i>une maison, un appartement, un village, une ville, une grande ville, une chaumière, une ferme, les bois (m)</i>  <i>Où habites-tu?, J'habite dans...</i>	<b>My Home (Chez moi)</b> <i>Your home (Chez toi)</i>  <u>Key vocab/phrases</u> <i>une chambre, une salle de bains, un salon, une salle à manger, une cuisine, un jardin, un balcon, le rez-de-chaussée, le premier étage</i>  <i>Qu'est-ce que c'est?, C'est...</i>	<b>My Home (Chez moi)</b> <i>Your bedroom (Ta chambre)</i>  <u>Key vocab/phrases</u> <i>un lit, une chaise, une table, une commode, une armoire, une lampe, une télévision, des rideaux (m), une moquette</i>  <i>Qu'est-ce qu'il y a dans ta chambre? Dans ma chambre, il y a...</i>	<b>My Home (Chez moi)</b> <i>The kitchen (La cuisine)</i>  <u>Key vocab/phrases</u> <i>une fenêtre, une port, une poubelle, un four, une bouilloire, un grille-pain, un évier, un lave-vaisselle</i>  <i>Qu'est-ce qu'il y a dans la cuisine? Il y a...</i>	<b>My Home (Chez moi)</b> <i>Daily routine (La routine quotidienne)</i>  <u>Key vocab/phrases</u> <i>Je me lève, Je me douche, Je prends le petit déjeuner, Je vais à l'école, Je prends le déjeuner, Je rentre chez moi, Je prends un goûter, Je dîne, Je me couche.</i>  <i>Qu'est-ce que tu fais chaque jour?</i>	<b>My Home (Chez moi)</b> <i>Garon the giant (Garon le geant).</i>  <u>Key vocab/phrases</u> <i>un château, un nain, tout le monde, ses amis, faire une fête, s'effondrer</i>