

Year 4 Curriculum Plan – Autumn 1 2018

Subject	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<p>English (including composition, reading comprehension and spoken English.)</p>	<p>Drama. The Conquerors. Links to ICC and the topic of Invasion.</p> <p>Creating and developing a character for a whole class setting. Adapting to changes and other people's ideas.</p>	<p>Drama. The Conquerors. Links to ICC and the topic of Invasion.</p> <p>Exploring a range of drama techniques. Looking for clues in the text to influence our performance.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Book Study: Journey By Aaron Becker Discuss different styles of text. Draft and write by building a rich vocabulary, creating settings, characters and plot.</p>
<p>Spelling, punctuation and Grammar</p>	<p>Spellings: Adding the suffix –ing to words ending in 'e'</p> <p>Text features identifying adjectives and language choices.</p>	<p>Spellings: Exploring different was to make a 'j' sound. 'j' 'g' 'ge' 'dge'</p> <p>Sentence construction, adjectives, adverbs, conjunctions, commas.</p>	<p>Spellings: Words where the 'o' sound is created by and 'a'</p> <p>Use of dictionary. Careful choice of adjectives and powerful / emotive vocabulary.</p>	<p>Spellings: Words ending in the suffix –ed sounding 'ud'</p> <p>Differences between spoken and written language. Formal vs informal. Use of apostrophe for omission.</p>	<p>Spellings: Adding the suffix –ed to words ending in 'y'</p> <p>Sentence construction – shortening and reordering sentences. 1st and 3rd person.</p>	<p>Spellings: Adding the suffix –ed to words that end in 'e'</p> <p>Punctuating direct and indirect speech. Formal and informal language.</p>
<p>Guided Reading Whole Class Teaching Year 4 texts:</p>	<p>Children will explore a range of different texts and genres including; fiction, non-fiction, poetry, newspapers and instructional writing. They will learn about the techniques specific to those types of text, what purpose and effect they have and how to get the most out of reading those types of texts. Children will also work on their comprehension skills including information recall and inference and deduction.</p>					

<p>Maths</p>	<p>Number: Number and Place Value</p> <p>Exploring and using Roman Numerals up to 100.</p> <p>Rounding numbers to the nearest 10 and 100. Children will explore these objectives with a variety of fluency, reasoning and problem solving activities.</p> <p>Counting in 1000's Children will participate in a variety of individual and class based activities to help build confidence with this objective.</p>	<p>Number: Number and Place Value</p> <p>1000s, 100s, 10s and 1s. Children will learn and explore the concept of place value.</p> <p>Partitioning – Children will use their knowledge on number and place value to correctly partition numbers into 1000, 100, 10 and 1.</p> <p>Number line to 1000. Children will learn to place numbers accurately on a number line from a range of different start points. They will be using key known facts to help them with this.</p>	<p>Number: Number and Place Value</p> <p>1000 more and 1000 less. Children will explore adding and subtracting 1000 through a variety of different activities.</p> <p>Comparing and ordering numbers. Children will use their knowledge of number and place value to help them compare and order numbers.</p>	<p>Number: Number and Place Value</p> <p>Rounding to the nearest 1000. Children will learn to round numbers to the nearest 1000.</p> <p>Counting in 25s. Children will learn to count in 25s through a variety of individual and class based activities.</p> <p>Negative Numbers. Children will explore negative numbers and examine where in the real world they may encounter these.</p>	<p>Number: Addition</p> <p>Children will review partitioning numbers into 1000, 100, 10 and 1. Children will use their knowledge of partitioning to aid with exploring addition.</p> <p>Children will initially explore addition using a variety of concrete and pictorial representations before moving onto more abstract written methods.</p>	<p>Number: Addition</p> <p>Children will continue to use their concrete pictorial and abstract methods for addition to solve a variety of fluency, reasoning and problems solving activities.</p>
<p>International Creative Curriculum</p>	<p>Invasion! Explore the location of the Roman Empire on a global scale. Use the atlases to learn about topography and other geographical features of Italy and the wider empire.</p>	<p>Invasion! What was life like in the Roman army? Clothing, equipment and weapons. Consider how those men would have felt going into battle.</p>	<p>Invasion! Should Claudius invade Britain? Children consider reasons for and against the invasion of Britain. Write a persuasive letter to Emperor Claudius</p>	<p>Invasion! Make comparisons between the Iceni tribe and the Romans. Introduction to Boudicca. Boudicca – revolt, march on London, Colchester and St</p>	<p>Invasion! Studying the impact of the Roman Empire on East Anglia. What evidence can we examine?</p>	<p>Invasion! Why the Romans left Britain. Consider the impact of the Romans on Britain. Maths links – Roman numerals. Roman Legacy, including language.</p>

	Examine the geographical features of Rome as a city.			Albans and eventual defeat.		
Science	<p>Scientific Inquiry Making predictions</p> <p>What would happen if we put a skittle in water?</p> <p>Children will be given some equipment. What questions could we ask? Children practise making predictions and generating scientific questions.</p>	<p>Scientific Inquiry Understanding the Importance of accurate measurements vs observations</p> <p>Children will complete experiments about optical illusions and about how you can 'trick' your brain.</p>	<p>Scientific Inquiry Interpreting and using evidence to make conclusions.</p> <p>Crime Scene: Children to explore body proportions using ratios of hand/foot prints.</p> <p>Can they use the clues left behind by the criminal to create a physical profile?</p>	<p>Scientific Inquiry The importance of considering things carefully before planning an investigation.</p> <p>Which is your favourite apple?</p> <p>Children carry out an investigation, focusing on how to eliminate bias and outside influence.</p>	<p>Scientific Inquiry Dunkability of biscuits.</p> <p>Children will design and carry out an investigation into which biscuit is the most 'dunkable'</p> <p>They will need to ensure that their test procedure is as fair as possible and record the results appropriately</p>	<p>Scientific Inquiry Recognising, using and understanding scientific vocabulary.</p> <p>Children will play a variety of games to help them feel more comfortable and confident in using the correct vocabulary in science lessons.</p>
Computing	<p>Digital Literacy</p> <p>E-Safety and considering how to find information from reliable sources.</p>	<p>Digital Literacy</p> <p>Research information online and put notes into a Word document.</p>	<p>Digital Literacy</p> <p>Evaluating what makes and effect and informative PowerPoint presentation. Children will explore different animation and transition techniques.</p>	<p>Digital Literacy</p> <p>Organise and add information to PowerPoint. Children to explore adding slides and text boxes to their presentation, whilst thinking about the effectiveness of these in conveying information.</p>	<p>Digital Literacy</p> <p>Organise and add information to PowerPoint. Focus on including images and clip art. Children will learn to copy/paste, crop, resize and format images within their presentation.</p>	<p>Digital Literacy</p> <p>Children will present their PowerPoints to peers and evaluate each other's using class generated success criteria.</p>
Music	<p>Improvising rhythmic patterns.</p>	<p>Composing and performing rhythmic ostinato accompaniment on percussion.</p>	<p>Recognise different rhythmic phrases. Match musical notation linked to rhythm. Compose and perform own</p>	<p>Compose and perform a seven beat rhythmic ostinato.</p>	<p>Explore rhythmic features of rap, and use these to compose their own.</p>	<p>Compose accompaniment for their compositions. Perform using various instruments and assess their work.</p>

			rhythmic ostinato			
R.E. (R.E will be taught for a whole day this half term to allow children to fully immerse themselves in the topic)	Hinduism -Introducing Hinduism as a faith. -Explaining some of the differing ways that believers show their beliefs, ideas and teachings -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. -Giving personal opinions about the different Gods. -The story of the God Ganesh -The story of Rama and Site. -Using drama techniques to understand the characters and their actions more. -Understanding that Hindus can pray anywhere and this is called Puja -Reconstructing a Hindu shrine					
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 per</i> <i>la femme</i> <i>L'Enfant (m)</i> <i>le chine</i> <i>le chat</i> <i>la Souris</i>	La Recreation (Playtime) Simon sas... <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>ennuyé</i> <i>écrire</i>