

Year 4 Curriculum Plan – Autumn – 2nd Half Term

Subject	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
English (including composition, reading comprehension and spoken English.)	<p>Ride of Passage</p> <p>Identifying themes in a visual text.</p> <p>How does the character feel physically and emotionally throughout the book? Children will explore this question through inference and deduction.</p> <p>Are you able to predict what might happen from details implied?</p>	<p>Ride of Passage</p> <p>Write a narrative using a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p>	<p>Pompeii recounts – Vesuvius</p> <p>Using drama techniques to explore the events at Pompeii.</p> <p>We will explore and respond to individual stimuli and use drama techniques to explore feelings of people who lived in Pompeii.</p>	<p>Pompeii recounts – Vesuvius</p> <p>Children will create characters, build relationships and explore a sense of community to aid imagination and role play activities.</p>	<p>Pompeii recounts – Vesuvius</p> <p>Write a diary entry in role, as a person who lived in Pompeii when Vesuvius erupted</p>	<p>Chocolate Cake – Performance Poetry</p> <p>Explore the idea of performance poetry and techniques used in differing styles of poetry.</p> <p>Children will learn about the different forms of poetry.</p>	<p>Chocolate Cake – Performance Poetry</p> <p>Using food and memories as a stimulus, children will write their own poems.</p>
Spelling, punctuation and Grammar	<p>Spellings: Words ending in –le</p> <p>Example word list: rattle, battle, simple, triangle, middle, giggle, jingle, little, table,</p> <p>Grammar: Adjectives and verbs. Alphabetical order.</p>	<p>Spellings: Words ending in -el</p> <p>Example word list: camel, tunnel, towel, travel, jewel, label, vowel, tinsel, angel, cancel, level, snorkel.</p> <p>Grammar: Verbs and adverbs to show characters' feelings.</p>	<p>Spellings: Words ending in –al</p> <p>Example word list: animal, signal, equal, medal, tropical, royal, capital, festival, comical.</p> <p>Grammar: Expanded noun phrases. Fronted adverbials Determiners</p>	<p>Spellings: Adding the suffix -ful</p> <p>Example word list: painful, thankful, wonderful, delightful, beautiful, successful, colourful.</p> <p>Grammar: Synonyms</p>	<p>Spellings: Adding the suffix –less</p> <p>Example word list: sleepless, helpless, careless, hopeless, harmless, pointless, endless, homeless</p> <p>Grammar: Using pronouns to avoid repetition.</p>	<p>Spellings: Adding the suffix -ment</p> <p>Example word list: treatment, amazement, movement, enjoyment, attachment, judgement.</p> <p>Grammar: Clauses, different sentence types.</p>	<p>Spellings: Words ending in -tion</p> <p>Example word list: station, lotion, potion, motion, section, caption, option, nation.</p> <p>Grammar: Clauses, different sentence types.</p>

Maths	<p>Subtracting two 4-digit numbers with multiple exchanges</p> <p>Children will explore mental strategies for subtraction and look at when it is efficient and effective to use written methods.</p>	<p>Children will learn to estimate answers to help them identify mistakes in their workings out.</p> <p>They will learn further techniques to help them check their answers.</p>	<p>Children will learn about kilometres and how they compare with mm, cm and m. They will learn how to convert between these different units of measure.</p> <p>They will learn about perimeter and how to calculate this on quadrilaterals and other rectilinear shapes.</p>	<p>Children will learn to confidently multiply and divide by 10 and 100</p> <p>They will explore this concept through a variety of reasoning and problem solving activities.</p>	<p>Children will explore what happens to numbers when multiplying and dividing by 1 and 0.</p>	<p>Children will focus on multiplying and dividing by 6 and 9.</p> <p>They will explore key multiplication facts and their associated division facts.</p>	<p>Children will focus on multiplying and dividing by 7.</p> <p>They will explore key multiplication facts and their associated division facts.</p>
International Creative Curriculum	<p>Extreme Earth</p> <p>Looking at volcanoes, how they are created. Plate tectonics.</p> <p>Design and Technology Project: making a volcano</p>	<p>Extreme Earth</p> <p>Looking at volcanoes, how they are created. Plate tectonics.</p> <p>Design and Technology Project: making a volcano</p>	<p>Extreme Earth</p> <p>The power and effect of volcanoes. Children will explore different types of eruption and how the danger varies with this.</p> <p>They will be looking at Eyjafjallajökull, Iceland and will make comparisons to Pompeii</p> <p>Art: Children will study work by Hokusai and produce a volcano picture in a similar style.</p>	<p>Extreme Earth</p> <p>Earthquakes. How they occur. Recap of plate tectonics. How are Earthquakes measured?</p> <p>Earthquake survival task.</p>	<p>Extreme Earth</p> <p>Tsunamis. What happens when there is an earthquake at sea? Studying recent examples from 2004, 2011 and 2018</p>	<p>Extreme Earth</p> <p>Children will explore the secondary effects of natural disasters such as lack of power, poor hygiene and people displacement.</p> <p>They will also examine how these natural disasters effect the Global North and Global South.</p> <p>Link to refugees and Schools of Sanctuary.</p>	<p>Extreme Earth</p> <p>Children will examine some of the most recent natural disasters and how these have effected people in different regions.</p>

Science	Solids, liquids and gases Volcano experiment – Irreversible change (Visitor) Create own volcano and consider the irreversible change	Solids, liquids and gases Properties of materials. What is the difference between a solid, liquid and gas?	Solids, liquids and gases Changing state, evaporation. Can some materials exist as a liquid, a solid and a gas?	Solids, liquids and gases Investigation: condensation – what is it? How/why does it form?	Solids, liquids and gases Investigation: How can we stop a snowman from melting?	Solids, liquids and gases What is the water cycle? Children will explore the key concepts of the water cycle.	Solids, liquids and gases The water cycle. Investigation: What materials could we use to show our own water cycle?
Computing	Programming with Scratch Questions and answers – reviewing online and paper based quizzes.	Programming with Scratch Write and debug a short quiz using simple commands.	Programming with Scratch Changing a sprite – looking at variables and changing colour, shapes, size etc.	Programming with Scratch Additional effects – enhancing quizzes by adding backgrounds and effects.	Programming with Scratch Creating and developing a scoring system.	Programming with Scratch Writing and debugging their own programme	Programming with Scratch Evaluating each other's quizzes.
PSHE	Feelings and relationships Practising solving problems using the control signals poster.	Feelings and relationships Introducing the ideas of using a 'feelings dictionary' for emotion concepts.	Feelings and relationships Introducing the idea that feelings can differ in strength.	Feelings and relationships Practising using the PATHS feelings dictionary.	Feelings and relationships Discussing ways to resolve conflicts that arise when rules are broken during children's games.	Feelings and relationships Discussing the story of Trevor Ferrell who began a programme to help homeless people.	Feelings and relationships Avoiding Gossip. Children will discuss how gossip and rumours can affect friendships.
Music	Exploring Arrangements Pupils listen to the ostinato accompaniments to three songs. They compare accompaniments and choose a rhythm to perform.	Exploring Arrangements 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.	Exploring Arrangements Pupils learn the song 'Christmas Calypso.' They identify different phrases and rhythms and create an accompaniment.	Exploring Arrangements Pupils sing the song 'Christmas Calypso.' They develop their accompaniments to the song and used percussion instruments.	Exploring Arrangements Pupils use tuned percussion instruments and keyboards to perform some of the phrases from the song 'Christmas Calypso.' They perform as a class orchestra.	Exploring Arrangements Pupils rehearse an arrangement of 'Christmas Calypso' as a class orchestra. They reflect on and assess their performance.	Exploring Arrangements Pupils perform an arrangement of 'Christmas Calypso' as a class orchestra. They reflect on and assess their performance.

Religious Education	Christianity Introduction to Christianity – comparing and contrasting with Judaism	Christianity What do you know about the story of Jesus' birth?	Christianity Who were the important people involved in the Nativity?	Christianity Can you order the events of the Nativity?	Christianity Looking at carols which link to the Nativity.	Christianity Children will learn the Christmas Story and discuss it's influence of religion and modern day culture.	Christianity Enact the Christmas Story.
French	My Home (Chez moi) <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>	My Home (Chez moi) <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>	My Home (Chez moi) <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>	My Home (Chez moi) <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>	My Home (Chez moi) <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>	My Home (Chez moi) <i>Garon the giant (Garon le géant).</i> <u>Key vocab/phrases</u> <i>un château, un nain, tout le monde, ses amis, faire une fête, s'effondrer</i>	My Home (Chez Moi) Children will recap the language and vocabulary learnt over the half term, doing through a variety of fun and interactive activities.