

**Year 4 Curriculum Plan – Autumn 1 2019**

<b>Subject</b>	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<p>English (including composition, reading comprehension and spoken English.)</p>	<p><b>Using drama to understand character.</b></p> <p>The Conquerors. Links to ICC and the topic of Invasion.</p> <p>Creating and developing a character for a whole class setting. Writing a profile of that character, using drama to help bring them alive.</p>	<p><b>Writing a letter of persuasion.</b></p> <p>The Conquerors. Links to ICC and the topic of Invasion.</p> <p>Using a range of drama techniques and debate, create arguments for and against a course of action. Considering the consequences of these actions. Writing a letter using these ideas to persuade</p>	<p><b>Newspapers.</b></p> <p>Identifying bias and different points of view. Identifying features of this style of writing and identifying and annotating them on example texts. The 5 w's. (who, what, where, when and why.)</p> <p>Looking at headlines - necessary words, considering the effect of shortening and reordering sentences.</p>	<p><b>Newspapers.</b></p> <p>Writing headlines, puns, captions and strap lines.</p> <p>Direct and reported speech, formal vs informal language.</p> <p>Writing a newspaper report about Boudicca's revolt, applying what we have learnt about the features of reports.</p>	<p><b>Book Study: Journey By Aaron Becker</b></p> <p>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>Introduction to using the 'show not tell' technique (eg instead of saying 'he was angry', 'he stormed into the room, slammed the door and sat, putting his head in his hands.')</p>	<p><b>Book Study: Journey By Aaron Becker</b></p> <p>Discuss different styles of text. Draft and write a story by building a rich vocabulary, creating settings, characters and plot.</p>
<p>Spelling, punctuation and Grammar</p>	<p><b>Spellings:</b> Adding the prefixes dis- and in-</p> <p>Text features: identifying adjectives and language choices.</p>	<p><b>Spellings:</b> Adding im- to root words beginning with m or p</p> <p>Using fronted adverbials. Using a dictionary.</p>	<p><b>Spellings:</b> Adding the suffix -ous</p> <p>Careful choice of adjectives and powerful / emotive vocabulary. Formal and informal language.</p>	<p><b>Spellings:</b> Adding the suffix -ly</p> <p>Differences between spoken and written language. Punctuating direct and indirect speech. Use of apostrophe for omission.</p>	<p><b>Spellings:</b> Words ending in -ture</p> <p>Sentence construction – shortening and reordering sentences. 1<sup>st</sup> and 3<sup>rd</sup> person.</p>	<p><b>Spellings:</b> Consolidation and review of this half terms work</p> <p>Sentence construction, adjectives, adverbs, conjunctions, commas.</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><b>Number: Number and Place Value</b></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><b>Number: Number and Place Value</b></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 of 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 using known facts.</p>	<p><b>Number: Number and Place Value</b></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><b>Number: Number and Place Value</b></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><b>Number: Addition</b></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><b>Number: Addition</b></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>Maths – Times Tables</p>	<p>Times Tables will continue to be practiced daily to aid with fluency across the maths curriculum. The objective for the end of the year is for all times table facts (and corresponding division facts) to be recalled and applied confidently and quickly, up to 12x12.</p>					

International Creative Curriculum	<p><b>Invasion!</b> Explore the location of the Roman Empire on a global scale. Use atlases to learn about the topography and other geographical features of Italy and the wider empire. Examine the geographical features of Rome as a city.</p>	<p><b>Invasion!</b> What was life like in the Roman army? Clothing, equipment and weapons. Consider how those men would have felt going into battle.</p>	<p><b>Invasion!</b> Should Claudius invade Britain? Children consider reasons for and against the invasion of Britain. Write a persuasive letter to Emperor Claudius to argue a point.</p>	<p><b>Invasion!</b> Introduction to Boudicca. Make comparisons between the Icenic tribe and the Romans. Boudicca – revolt, march on London, Colchester and St Albans and eventual defeat.</p>	<p><b>Invasion!</b> Studying the impact of the Roman Empire on East Anglia. What evidence can we examine?</p>	<p><b>Invasion!</b> Why the Romans left Britain. Consider the impact of the Romans on Britain. Maths links – Roman numerals. Roman Legacy, including language.</p>
Science	<p><b>Scientific Inquiry</b> 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><b>Scientific Inquiry</b> 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><b>Scientific Inquiry</b> 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><b>Scientific Inquiry</b> 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><b>Scientific Inquiry</b> 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><b>Scientific Inquiry</b> 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>
<p>Computing</p> <p>(Our computing curriculum is currently being reviewed so the detail here is subject to change)</p>	<p><b>Digital Literacy</b></p> <p>Children to be reminded of safe computer use and begin to name the key parts of a computer and keyboard.</p>	<p><b>Digital Literacy</b></p> <p>Using key words to safely search the internet and considering the reliability of information.</p>	<p><b>Digital Literacy</b></p> <p>Using key words children gather information into an aspect of Roman life eg home, family, school, food etc</p>	<p><b>Digital Literacy</b></p> <p>Using notes, children type a short passage and use the spell checker to help edit their work.</p>	<p><b>Digital Literacy</b></p> <p>Children investigate the appearance of text and how this can increase or decrease the effectiveness of what they have written for the reader.</p>	<p><b>Digital Literacy</b></p> <p>Sharing what we have discovered and evaluating others work.</p>

<p>R.E.</p> <p>(R.E will be taught for a whole day this half term to allow children to fully immerse themselves in the topic)</p>	<p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>-Introducing Hinduism as a faith.</li> <li>-Explaining some of the differing ways that believers show their beliefs, ideas and teachings</li> <li>-Familiarise oneself with the huge number of different Hindu Gods.</li> <li>-Understanding that there is only one supreme being but he displays different characteristics as seen in the numerous Hindu deities.</li> <li>-Giving personal opinions about the different Gods.</li> <li>-The story of the God Ganesh</li> <li>-The story of Rama and Site.</li> <li>-Using drama techniques to understand the characters and their actions more.</li> <li>-Understanding that Hindus can pray anywhere and this is called Puja</li> <li>-Reconstructing a Hindu shrine</li> </ul>					
<p>French</p>	<p><b>La Recreation (Playtime)</b>  <b>The farmer in his meadow (playground game)</b>  <i>Le fermier dans son pré</i></p> <p><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></p>	<p><b>La Recreation (Playtime)</b>  <b>Simon sas...</b>  <i>Jacques a dit...</i></p> <p><u>Vocabulary:</u>  <i>Sautez!</i>  <i>Touchez le nez!</i>  <i>Touchez la tête!</i>  <i>Frappez dans les mains</i></p>	<p><b>La Recreation (Playtime)</b>  <b>I play...</b>  <i>Je joue...</i></p> <p><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></p>	<p><b>La Recreation (Playtime)</b>  <b>In the playground</b>  <i>Dans la cour</i></p> <p><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></p>	<p><b>La Recreation (Playtime)</b>  <b>What do you like to play?</b>  <i>À quoi tu aimes jouer?</i></p> <p><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></p>	<p><b>La Recreation (Playtime)</b>  <b>Luc the dreamer</b>  <i>Luc le rêveur</i></p> <p><u>Vocabulary:</u>  <i>un garçon</i>  <i>ce soir</i>  <i>occupé</i>  <i>ennuyeux</i>  <i>écrire</i></p>
<p>Music</p>	<p><b>What does music look like on paper?</b></p> <p>Pupils examine different graphic scores and discuss how they might</p>	<p><b>What does music look like on paper?</b></p> <p>Pupils explore Morse code. They perform dots as crotchets and dashes</p>	<p><b>What does music look like on paper?</b></p> <p>Pupils explore how different note lengths are notated in music.</p>	<p><b>What does music look like on paper?</b></p> <p>Pupils explore how pitch is notated in music. They read and perform</p>	<p><b>What does music look like on paper?</b></p> <p>Pupils first sing and then perform 'Tortoise Tune.' They perform by reading</p>	<p><b>What does music look like on paper?</b></p> <p>Pupils read notation that uses the notes G, A and B. They read and</p>

	be performed. They perform music from a graphic score.	as minims and compose tunes based on phrases written in Morse code.	They read and perform music that uses both crotchets and minims.	music that uses the notes G and A.	notation that uses crotchets, minims and the notes G and A.	perform three tunes made from these notes.
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