

Year 4 Curriculum Plan – Autumn 2 2019

Subject	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
English (including composition, reading comprehension and spoken English.)	<p>Ride of Passage</p> <p>Identifying themes in a visual text.</p> <p>Inferring how a character feels physically and emotionally at different points throughout the story. Are we able to predict what might happen from details which have been implied?</p>	<p>Ride of Passage</p> <p>Writing a narrative which includes a varied and rich vocabulary and an increasing range of sentence structures and punctuation.</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p>	<p>Pompei recounts – the eruption of Mount 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 the emotions and actions of people who lived in Pompeii.</p>	<p>Pompei recounts – the eruption of Mount Vesuvius</p> <p>Creating characters and building relationships within a community for the role play to aid imagination.</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. 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>Grammar: Adjectives and verbs. Alphabetical order.</p> <p>Spelling: adding –ation to verbs to form nouns eg tempt+ation, inform+ation</p>	<p>Grammar: Using verbs and adverbs to show characters' feelings.</p> <p>Spelling: words with the c sound spelt ch eg chemist, school, echo, scheme</p>	<p>Grammar: Expanded noun phrases. Fronted adverbials.</p> <p>Spelling: words with the sh sound spelt ch eg chef, machine, parachute</p>	<p>Grammar: Synonyms.</p> <p>Spelling: adding the suffix –ion eg act+ion, invent+ion, inject+ion</p>	<p>Grammar: Using pronouns to avoid repetition.</p> <p>Spelling: adding the suffix –ian eg music+ian, electric+ian, magic+ian</p>	<p>Grammar: Clauses, different sentence types.</p> <p>Spelling: adding the prefix –re eg rewrite, rearrange, replay, recycle, refresh</p>
Enriching the English curriculum	<p>This half term, the children in year 4 will be embarking on an exciting new project called 'Putting on a Pageant' in collaboration with a company called XXXX and the Norfolk Records Office. The project will take a look at how Norwich prepared for the visit of Queen Elizabeth in 1578 as a part of her 'Progresses'. The project is spread over the next term and a half and will involve the children immersing themselves in the history of this time, using drama to bring the story alive. Parents will be invited to join in the learning at various points – we will let you know how and when in due course.</p>					
Guided Reading Whole Class Teaching Year 4 texts:	<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 – Subtraction</p> <p>Subtraction of two 4-digit numbers with one or more exchange. Considering the most efficient methods to subtract when solving problems. Strategies to consider if an answer is reasonable in the context of the question.</p>	<p>Measurement – length and perimeter</p> <p>Converting between metres and kilometres. Moving from calculating perimeter on a grid to diagrams without grids. Calculate missing dimensions by finding the difference.</p>	<p>Number – multiplication and division</p> <p>Multiplying and dividing by 10 and 100. Investigating what happens when we multiply by 1 or by 0.</p>	<p>Number – multiplication and division</p> <p>Multiplying and dividing by 6, 9 and 7. Using times tables facts to find corresponding division facts. Building fluency with these tables eg multiplying by 36 by multiplying by 6 then by 6 again or by 9 and then by 4.</p>	<p>Number – multiplication and division</p> <p>Multiplying and dividing by 6, 9 and 7. Applying knowledge to a range of problem solving activities. Building fluency eg dividing by 6 is the same as dividing by 3 and then dividing by 2. Exploring factors and multiples.</p>	<p>Consolidation</p> <p>Each individual class will recap on our learning this half term and revisit any topics that would benefit the children.</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. More information will come out this term about fun activities to try at home as well as some school-based parent sessions to try some of these activities alongside your children.</p>					
<p>International Creative Curriculum</p>	<p>Extreme Earth</p> <p>What is beneath our feet? Research into the layers of the ground beneath us, and the relative thickness of each layer.</p>	<p>Extreme Earth</p> <p>How volcanoes are formed. Use layers of card to show how tectonic plates move and how this can affect the land above on and near the fault lines. Research different volcanoes and create fact-files about them.</p>	<p>Extreme Earth</p> <p>Finding out about Mount Vesuvius. Making our own models of Mount Vesuvius in small groups. Consider the topography around this volcano and challenge to apply understanding of topographical maps to create a scale model of Vesuvius, selecting materials as necessary</p>	<p>Extreme Earth</p> <p>Making our own models of Mount Vesuvius in small groups. Consider the topography around this volcano and incorporate into the designs, selecting materials as necessary to complete the model. Science link: creating an eruption as an example of an</p>	<p>Extreme Earth</p> <p>Looking at the painting ‘The Great Wave off Kanagawa’ by Hokusai. Experimenting with different media to create wave effects before selecting a technique to develop into a final piece of artwork.</p>	<p>Extreme Earth</p> <p>Research into other extreme events - earthquakes, tsunami and tornados. Considering what the effects would be of an earthquake near to our school. Creating a news bulletin for an area hit by a tsunami. Writing a shape poem about a tornado.</p>

			to complete it.	irreversible change.		
Science	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 Volcano experiment – an example of an irreversible change. Create own volcano and consider this irreversible change and consider what changes of state are reversible.	Solids, liquids and gases Investigation: Does putting a coat on a snowman affect how quickly it will melt?	Solids, liquids and gases What is the water cycle? Investigation: What materials could we use to show our own water cycle?
Computing (Our computing curriculum is currently being reviewed so the detail here is subject to change)	Digital Literacy How to safely use the new laptops in school and logging on with our new details.	Digital Literacy / e-safety Keeping our passwords secure and how to keep safe working on-line.	Digital Literacy Using Microsoft Word documents – typing, exploring how to change font according to a document’s purpose.	Digital Literacy Using Microsoft Word documents – importing images within a document, re-sizing and moving.	Digital Literacy Introduction to spreadsheets – creating a simple table within Microsoft Excel to present data.	Digital Literacy Introduction to spreadsheets – creating a bar chart from data collected within a simple table.
Religious Education	Christianity What do you know about the story of Jesus’ birth?	Christianity Who were the important people involved in the Nativity?	Christianity (English link) – writing an updated story of ‘email: jesus@bethlehem ’ as a play script.	Christianity (English link) – performing our play scripts, developing speaking and listening skills.	Christianity Using the painting ‘Mystic Nativity’ by Boticelli, consider the imagery within the painting and what we can infer from this.	Christianity Using the painting ‘Mystic Nativity’ by Boticelli, investigate how symbolism has been used in the painting, and how symbolism is used in religious art generally.
French	My Home (Chez moi) Where do you live? (<i>Ou habites-tu?</i>) Key vocab/phrases:	My Home (Chez moi) Your home (<i>Chez toi</i>) Key vocab/phrases: <i>une chamber, une</i>	My Home (Chez moi) Your bedroom (<i>Ta chambre</i>) Key vocab/phrases:	My Home (Chez moi) The kitchen (<i>La cuisine</i>) Key vocab/phrases:	My Home (Chez moi) Daily routine (<i>La routine quotidienne</i>) Key vocab/phrases:	My Home (Chez moi) Garon the giant (<i>Garon le geant</i>). Key vocab/phrases:

	<i>une maison, un appartement, un village, une ville, une grande ville, une chaumière, une ferme, les bois (m) Où habites-tu?, J'habite dans...</i>	<i>salle de bains, un salon, une salle à manger, une cuisine, un jardin, un balcon, le rez-dechaussée, le premier étage Qu'est-ce que c'est?, C'est...</i>	<i>un lit, une chaise, une table, une commode, une armoire, une lampe, une télévision, des rideaux (m), une moquette Qu'est-ce qu'il y a dans ta chambre? Dans ma chambre, il y a...</i>	<i>une fenêtre, une port, une poubelle, un four, une bouilloire, un grillepain, un évier, un lavevaisselle Qu'est-ce qu'il y a dans la cuisine? Il y a...</i>	<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. Qu'est-ce que tu fais chaque jour?</i>	<i>un château, un nain, tout le monde, ses amis, faire une fête, s'effondrer</i>
Music	Scales and Arpeggios Through the use of Haydn's 'Surprise Symphony' and Mozart's 'Eine Kleine Nachtmusik', the children will be learning about the importance of scales and arpeggios when composing music. We will also be working on learning a variety of songs for our Christmas Concert.					