

Cycle A

Year 4 Curriculum Map – Autumn Term 1

Well Being:

As **Mindful Learners** we will be introducing the theme of families and relationships and understanding that they are varied and need to be respected.

As **Athletes** we will be using tactics and strategy to outwit opponents during invasion games.

As **Dancers** we will be composing, performing and analysing dance using visual media.

As **Members of Society** we will be learning about exploring the roles of the bully, victim and bystander.

As **Open-Minded Learners** we will be considering what it is like for Muslims in Britain and specific aspects of their life.

World:

As **Scientists** we will be comparing and grouping together different kinds of rocks, recognising that soils are made from rocks and organic matter and describing in simple terms how fossils are formed.

As **Linguists** we will learning to use BSL. We will start with greetings and finger spelling.

As **Historians** we will be learning about Stone, Bronze and Iron Age.

As **Communicators** we will be focusing on the importance of Online Safety, as well as understanding how a blog can be used.

Future:

As **Readers** we will continue to decode and understand new words, develop strategies to overcome areas of uncertainty, read and discuss a broad range of genres and texts, identify and discuss themes within a book, and understand and using VIPERS skills in preparation for Secondary School.

As **Writers** we will be writing for a range of audiences and purposes including: Writing for suspense, instructions, dialogue, persuasive arguments and explanations.

As **Mathematicians** we continue to develop a strong conceptional understanding of the fundamentals of maths. As well as becoming resilient and confident learners who can apply their mathematical knowledge to real life concepts.

As **Musicians** we will be singing in unison and exploring melodies and harmonies, this will be done to an audience.

As **Artists** we will be designing and creating a waistcoat in textiles.

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ENGLISH: (Writing):

Texts

Leon and The Place Between, Willow Pattern Poems, My name is not refugee, Black History Month texts

- Non-Fiction: Persuasive texts
- Story settings – stories set in imaginary worlds
- Black History Fortnight (poetry)
- Recognise a variety of forms of poetry
- Discuss words & phrases that capture the imagination
- Use & punctuate direct speech
- Improve handwriting
- proof-read to check for errors in spelling, grammar and punctuation

Reading

- Secure decoding of unfamiliar words
- Vocabulary – explain the meaning of unfamiliar words
 - Retrieve & record information
 - Make inferences & justify predictions
 - Identify & summarise ideas

ENGLISH: (Reading):

English Book Focus – The Final Year (Poetry/Spoken Word)

Wonder – (narrative)

Short Film – The Lego Story - (factual)

- Non-chronological report
- Letters
- Character descriptions
- Narratives
- Biography
- Develop a legible personal handwriting style

Reading:

- Read for a range of purposes, make predictions
- Define text-specific vocabulary and search for synonyms/antonyms

Grammar: 'Ready to Write': Relative clauses, indicating possibility, adverbs, parenthesis, commas, perfect tense)

Maths:

Place value

- order and compare numbers beyond 1000
- find 1,000 more or less than a given number
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- identify, represent and estimate numbers using different representations
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value
- count in multiples of 6, 7, 9, 25 and 1000
- count backwards through zero to include negative numbers

Addition and subtraction

- Add and subtract numbers with up to 4 digits
- Estimate and use inverse operations to check answers
- Solve addition and subtraction two-step problems in contexts

Phonics / Spelling / Handwriting:

ACTIVE Maths: Place value

order and compare numbers beyond 1000

find 1,000 more or less than a given number

recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)

round any number to the nearest 10, 100 or 1,000

solve number and practical problems that involve all of the above and with increasingly large positive numbers

identify, represent and estimate numbers using different representations

read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

count in multiples of 6, 7, 9, 25 and 1000

count backwards through zero to include negative numbers

Addition and subtraction

Add and subtract numbers with up to 4 digits

Estimate and use inverse operations to check answers

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SCIENCE: Y3 M1 Rocks soils and fossils

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Recognise that soils are made from rocks and organic matter

Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

HUMANITIES - History: (Geography taught next half-term)

British History 1: Would you have preferred to live in the Stone, Bronze or Iron Age?
Pupils who are secure will be able to:

Understand that prehistory was a long time ago.

Accurately place AD and BC on a timeline.

Identify conclusions that are certainties and possibilities based on archaeological evidence.

Explain the limitations of archaeological evidence.

Use artefacts to make deductions about the Amesbury Archer's life.

Identify gaps in their knowledge of the Bronze Age.

Explain how bronze was better than stone and how it transformed farming.

Explain how trade increased during the Iron Age and why coins were needed.

Identify changes and continuities between the Neolithic and Iron Age periods.

Explain which period they would prefer to have lived in, providing evidence for their choice.

COMPUTING:

Online safety units covered at the beginning of the year and throughout the year when needed.

Making effective quizzes using 2Quiz. Exploring types of questioning and effective presentation of a quiz.

ART/DESIGN & TECHNOLOGY:

Art - Sculpture & 3D: Abstract shape

Transforming 2D card shapes into 3D structures and sculptures; exploring abstract shapes and space, developing skills in constructing 3D objects, and understanding the difference between 2D and 3D art. Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.

RELIGIOUS EDUCATION:

- Christianity
- L2.7 What does it mean to be a Christian in Britain today? Part 1

PHYSICAL EDUCATION (Dance / Gymnastics):

Dance – Linking dance actions

To be able to compose, perform and analyse dance using visual media.

PHYSICAL EDUCATION (Games / Swimming):

Invasion games - Passing

To be able to pass a ball to a teammate in order to advance up the field in different invasion games.

PSHE:

Families and Relationships

Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others.

PSHE – Show Racism the Red Card

What is Racism?

MUSIC:

Children will be studying and learning songs from Charanga.

BRITISH SIGN LANGUAGE: (Pilot year)

-Greetings

-Finger spelling- names

-School/classroom signs

-Transport

-Affirmation signs