

Knowledge and Understanding of the World

As scientists, they will be working scientifically by exploring bubbles, where they will: ask relevant questions; set up simple practical enquiries and fair tests; make systematic and careful observations and take accurate measurements; gather, record, classify and present data in a variety of ways to help in answering questions using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; identify differences, similarities or changes related to simple scientific ideas and processes and use straightforward scientific evidence to answer questions or to support their findings. After they have explored bubbles, they will learn about states of matter. They will be working scientifically by exploring solids, liquids and gases, where they will: ask relevant questions; set up simple practical enquiries and fair tests and use straightforward scientific evidence to answer questions or to support their findings. They will compare and group materials together, according to whether they are solids, liquids or gases; observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius; identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Computing

As computer experts, they will continue to learn about internet safety and will focus on the 'I am kind and responsible' theme. They will be able to identify key words to use when searching safely online and think about the reliability of information they find. In addition to this, they will use word to improve formatting and editing skills including copy, paste, insert, and headers and footers.

Physical Development

This term the children will be looking at Invasion Games and Net/Wall games. This will involve learning the skills and tactics used in these games and experiencing small sided and simplified versions of these games. The focus will be on teamwork and fair play as well as improving skills of travel, sending, receiving, dodging, attacking and defending. The children will have the opportunity to develop the skills they have previously learnt and put them into practice in match situations. They will also be looking into game rules and competitions.

Please ensure your child has their PE kit fully labelled and that they wear it to school on a Wednesday.

Ourselves in the wider world (RE & PSHE)

In R.E they will be focusing on the following theme during the Autumn term: What do Muslim people believe about Islam (submission to the will of Allah) and Iman (faith) Messengers of Allah. We will celebrate cultural diversity and differences and focus on the British Value tolerance.

In PSHE we will be focusing on our school values of Resilience and Friendship. During PSHE sessions will be cover the following topics:

'We're all stars', where we will: Devise a class charter, discuss our gifts and talents; explore feelings, work cooperatively; discuss how we can have happy playtimes and how we can have our own opinions, but when to share them. We will then focus on: 'People around us', where we will discuss: Similarities and differences; how we are all connected; how to live and work cooperatively; recognise and challenging prejudice; discuss gender stereotypes and how we can contribute to society by looking at the jobs people do.

French

In French the emphasis is on speaking, listening, reading and writing as we continue to explore new language structures and sounds. Grammar will receive increasing focus in our written tasks as we identify the similarities and differences between English and French. We will build on prior knowledge to master French phonics and sounds, numbers, masculine and feminine nouns and adjectival agreements. We will find out about starting school in France and, later in the term, we will learn about Halloween and other celebrations.

Creative Development

As artists, they will explore Roman mosaics, the links with storytelling and learn the skills of mosaic printing. During the Kive trip, they will learn how to use a viewfinder to do observational sketches of the coastline. As musicians, the children will be preparing a range of songs to perform during the Harvest Festival. They will be learning to play the cornet in our WCET (Whole Class Ensemble Tuition) scheme and will also be learning about fanfares.



Year 4 Curriculum Overview

Autumn Term

The Romans

This leaflet aims to give you information on the curriculum we will be covering during the Autumn term.



As readers, they will continue to use and apply phonics to help read fluently, but with more of an emphasis on reading for meaning. In guided reading lessons, they will be exposed to a wide range of fiction, poetry, plays, non-fiction and reference books, where we capitalise on topics and make links where possible. They will learn the eight main strands of reading which include: explain the meaning of words in context; retrieve and record information; summarise main ideas from more than one paragraph; explain and justify inferences with evidence from the text; predict what might happen from details stated and implied; explain how information/narrative content is related and contributes to the meaning as a whole; identify and explain how meaning is enhanced through choice of words and phrases and make comparisons within the text. In addition to guided reading lessons, they will read for pleasure, where they will enjoy a vast range of books from our Resources for Learning subscription and in-class library. We also strongly believe that exposing children to a range of authors will enhance their love of reading and will also encourage them to participate in discussion, so we have a dedicated time for children to enjoy being read to, with *The Butterfly Lion* by Michael Morpurgo, *The Famous Five* by Enid Blyton and *The Firework Makers Daughter* by Phillip Pullman being our books of the term.

As writers, they will understand audience and purpose and will build on their existing grammar and punctuation knowledge. They will have many opportunities across the curriculum to write. In English they will write a diary entry based on Michael Morpurgo's 'The Butterfly Lion' and then use their skills to write a diary entry about a trip to the Roman Baths as either a slave or a Roman citizen. As part of topic, they will learn how to write a suspense tale based on 'Escape from Pompeii' and then create their own story based on a volcanic eruption of their choice. Finally, they will learn how to write a non-chronological report and will then use their skills to write a non-chronological report about the Roman baths.

Our poetry focus will be performance poetry based on 'The Dragon who ate our school' and later on in the term, we will look at free verse poetry and creating images linked to Bonfire Night.

Spellings will continue to be taught through our whole class lessons, following the national curriculum expectations.

Maths

As mathematicians, they will be developing fluency during morning session, focussing on counting forwards and backwards in multiples of 25 from different starting points within numbers 0-10,000 and practise counting forwards and backwards in all multiples. They will revise strategies to add and subtract by partitioning and recombining, reordering (finding complements). They will be using their place value knowledge to help them round and compensate. Finally, they will use the bar model to help them solve word problems. It is an expectation that by the end of Year 4 all pupils can recall and use multiplication and division facts for multiplication tables up to 12×12 .

During maths lessons, they will learn through the concrete, pictorial and abstract approach, with a heavy focus on how to use and apply their knowledge and skills to problem solve and reason. They will start the term with a place value focus, where they will be able to find 1000 more or less than a given number; Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones); Order and compare numbers beyond 1000; Identify, represent and estimate numbers using different representations; Round any number to the nearest 10, 100 or 1000; Solve number and practical problems that involve all of the above and with increasingly large positive numbers; Count backwards through zero to include negative numbers and read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. After place value they will move onto addition and subtraction, where they will add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. This will then help them be able to solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.

During the second half term, they will use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit and integer scaling problems and harder correspondence problems such as 'n' objects are connected to 'm' objects.

Knowledge and Understanding of the World - Geography and History

As historians, they will develop both their knowledge and skills by making connections between previous history taught. They will ask historical questions, such as: How do we know about the Romans? They will learn about primary and secondary sources of information and how they inform us about the past. They will understand what impact the Romans had on Britain and will be able to discuss similarities and differences. The following key questions will be explored: When did the Roman civilisation begin? What was Britain like before the Romans? How large was the Roman empire? Why did the Romans decide to invade Britain? Why did Boudicca resist the Romans? What happened during the Battle of 60AD? What impact did the Romans have on Britain's roads? How did the Romans impact Britain?

As geographers, they will use Google Earth to show where Italy is in relation to the UK and to locate Rome. They will be able to describe and understand physical geography including mountains and volcanoes by researching Pompeii to learn about the eruption of Mount Vesuvius in AD 79 and then research other volcanic eruptions.

Homework

In addition to reading, weekly spellings, SPaG and maths homework, a half termly topic homework menu will also be set. The homework menu consists of a bank of eight activities ranging across the whole curriculum. They are encouraged to do at least two tasks on the menu in addition to the e-safety and values and passport activity. The purpose of this is to immerse the children within the topic and to give them a varied homework diet to showcase different talents. This work will be used in a Year group 'Gallery' where the children can showcase their amazing efforts. It is essential that your child reads as much as possible. This doesn't always have to be your child's reading book; it is just as beneficial for your child to read a wider variety of fiction and non-fiction. Please ensure that you fill in their reading records if you have listened to them read. Weekly spellings and homework will be sent home every Friday and spellings will be tested the following week. I ask that all homework books are handed in on a Thursday.