

# Year 4 Curriculum – Autumn Term 2018

We shall be following the National Curriculum and will link work to other areas of the curriculum wherever possible. There will be an on-going emphasis on presentation skills and the use of cursive script.

## ENGLISH

### Non-Fiction – Newspapers:

Focus will be on retrieving information and making notes in preparation for producing a finished piece of writing. We will use question words to aid planning of a recount. We will learn how ideas are developed in non-fiction texts. We will understand and identify the difference between fact and opinion and how they are used in newspapers and magazines. We will work on ordering events chronologically and use our knowledge of paragraphs to organize texts.

### Narrative writing – Adventure Stories:

We will read stories and write character sketches. We will work on mapping story stages and relate this to the use of paragraphs. We will plan and tell a story.

We will also work on:

Speaking competently and creatively for different purposes and audiences.

Conveying detailed information coherently for listeners.

Using dictionaries and thesauruses routinely, including sorting by alphabetical order to third and fourth place letters.

Developing editing skills in texts.

Note taking, turning notes into prose and vice versa.

## GRAMMAR, PUNCTUATION & SPELLING (GPS)

During our GPS sessions the children will learn how to correctly implement different aspects of English grammar into their writing. This will include the use of fronted adverbials, correct noun use, when to place inverted commas and learning about different homophones.

Spelling words for the children to learn will be distributed via “Spellodrome”. All words are taken from the Year 3/4 spelling word list and they will be selected according to ability level. These words will be discussed during GPS sessions, regarding rules and spelling strategies.

## MATHS

We will use the ‘Maths No Problem’ scheme of work. Not all children will cover everything outlined below as work will be tailored to their individual needs. Our Autumn Term work will focus on Number:

### Place Value:

- Count in 6s, 7s, 9s, 25s and 1000s.

- Find 1000 more or less than any number.

- Recognise place value of each digit in 4-digit numbers.

- Compare and order numbers beyond 1000.

- Identify, estimate and represent numbers using different representations including measures.

- Count backwards through 0 to include negative numbers.

- 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.

- Round any number to the nearest 10, 100 or 1000.

### Addition and Subtraction:

- Add and subtract numbers up to 4-digits using formal written methods of columnar Addition and Subtraction.
- Estimate and use inverse operations to check answers to calculations.
- Solve Addition/Subtraction 2-step problems in contexts.
- Decide which operations and methods to use and why.

### Multiplication and Division:

- TIMES TABLES: Up to 12x12.
- Use place value, known and derived facts to  $\times/\div$  mentally, including multiplying by 0 & 1, dividing by 1, multiplying 3 numbers together e.g.  $2 \times 3 = 6$  so  $600 \div 3 = 200$
- Recognise and use factor pairs and commutativity in mental calculations.  
e.g.  $39 \times 7 = (30 \times 7) + (9 \times 7)$  e.g.  $2 \times 3 \times 4 = (2 \times 4) \times 3$  and  $2 \times (3 \times 4)$
- Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.
- Solve problems involving multiplying and adding including using the distributive law to multiply 2-digit numbers by 1-digit.
- Solve problems of integer scaling and correspondence i.e. n objects are connected to m objects.  
e.g. number of meal choices on a menu e.g. 3 cakes shared between 10 children.

### Fractions, Decimals & Percentages:

- Count up and down in hundredths.
- Recognise that hundredths arise from dividing an object into one hundred equal parts, dividing by one hundred and dividing tenths by ten.
- Recognise and show families of common equivalent fractions.
- Simplify simple fractions e.g.  $2/8 = 1/4$
- Solve problems involving increasingly harder fractions to calculate quantities, fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Addition/Subtraction fractions with the same denominator including beyond 1.
- Recognise and write decimal equivalents of any number of tenths or hundredths and  $1/4$ ,  $1/2$  and  $3/4$ .
- Find the effect of  $\div$  a 1- or 2-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- Round decimals with 1dp to the nearest whole number.
- Compare numbers with the same number of decimal places up to 2dp.
- Solve simple measure and money problems involving fractions and decimals to 2dp.

### **IPC – TEMPLES, TOMBS AND TREASURES.**

In this unit the children are going to learn that the people who helped create the first great civilisations were not unlike you and me. Today we can learn a lot about these people and their way of life through the things they left behind – from everyday objects to magnificent and rare treasures.

### **During this unit we will be focusing on History.**

#### **In History, we'll be:**

- Finding out about the importance of rivers to ancient civilisations
- Finding out about the daily life of Ancient Egyptians
- Learning how to write using Egyptian hieroglyphics
- Finding out about the different rulers of Egypt
- Finding out about Ancient Egyptian religion and burials
- Exploring how the pyramids were built
- Finding out about the discovery of Tutankhamun's tomb
- Using sources to find out about Ancient Sumer
- Comparing life in Ancient Sumer with life in Ancient Egypt

## **PSHE**

In this unit the children will learn that we all belong to many different communities – family, friends, sports teams, activity groups etc. However, there is one thing that every community has in common – people. We must learn how to respect, support and work with other people if we hope to become valuable contributors to the communities that we are a part of.

## **COMPUTING**

We will be using a Curriculum which aims to broaden the children's skills in line with the modern world of technology. In the first half term we will be studying a topic called: **We are software developers**. This topic allows the children to play and analysis educational computer games. They then plan and design a game with a clear target in mind. They will create a prototype then aim to improve it. The program we will be using is called Scratch and is available as a free download if you wished to look at it further with your child at home.

During the second part of the term we will study a topic called: **We are co-authors**. In this unit the children will collaborate to create a 'mini Wikipedia'. They will then go on to add or amend content on the real Wikipedia site.

## **RE**

Throughout the term, we will be considering **Christianity in Action**. How does people's Christian faith affect the way they live and behave? We will look at the way faith inspires groups like the Salvation Army and how individuals' behaviour is influenced by their beliefs. This will include a relevant visit from a Christian group.

## **PE**

In Games we will be improving ball control skills with an emphasis on accuracy. We will play 'Invasion' games with the aim of developing the ability to mark an opponent when defending and to find space when attacking. The focus will be on learning the rules and skills for football and hockey. In Yoga, the children will be working on performing a variety of actions, balances and body shapes. The emphasis will be on controlling the body through linking thought to movement or stillness. In Sports Hall Athletics the children will be learning a variety of athletic events, from sprints to javelin, tailored to the indoor environment.

## **FRENCH**

In year 4 the children will continue to improve upon their knowledge of French culture and extending their vocabulary in their weekly lessons. Their lessons will be linked to their IPC topics as often as possible.

## **MUSIC**

Our weekly music session will give children the opportunity to use a variety of instruments and their voices. They will also get the opportunity to sing once a fortnight during our choir sessions. Again these sessions will be linked to our IPC topics as often as possible.

Any items you have at home to support or enrich our work would be welcome. Please feel free to talk to us about any way you think you could support us. We look forward to an exciting and fun term.