

Year 4 - Mr Johnston  
Curriculum Overview  
First Half of the Autumn Term 2017 - 2018

English	Mathematics	Topic	Science
<p><b>Book Study Unit: The Miraculous Journey of Edward Tulane by Kate DiCamillo</b></p> <ul style="list-style-type: none"> <li>• Explore illustrations linked to the text and use to predict the plot and character information</li> <li>• Role on the wall for different characters</li> <li>• Hot seating as main characters</li> <li>• Write in role as the main character and Rosie</li> <li>• Write poetry based on a character's actions and feelings</li> <li>• Retell the story and compare to other stories with familiar and imaginative settings</li> <li>• Rewrite part of the story as a play script and perform in groups</li> <li>• Create detailed story map of plot so far</li> <li>• Summarise the story and journey of the characters</li> <li>• Consider the relationship of two characters using poetry, music and song writing</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Count in multiples of 6, 7, 9, 25 and 1000</li> <li>• Find 1000 more or less than a given number</li> <li>• Count backwards through zero to include negative numbers (KPI)</li> <li>• Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>• Order and compare numbers beyond 1000</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes (KPI)</li> <li>• Identify acute and obtuse angles and compare and order angles up to two right angles by size</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>• Converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> <li>• Calculate differences on temperature scales.</li> <li>• Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> </ul>	<p><i>Including: Art &amp; design, Design &amp; technology, Geography, History</i></p> <p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• Identify the Ancient Greek period on a timeline</li> <li>• Identify the main city-states.</li> <li>• Investigate, using a variety of resources, how the Greeks were ruled</li> <li>• Look at everyday aspects of Greek life e.g. clothing, houses</li> <li>• Investigate Ancient Greek beliefs</li> <li>• Identify features and create a labelled diagram of temples</li> <li>• Compare Ancient Greek buildings with those in modern London with similar features.</li> <li>• Words with Greek origins, e.g. geo-, -ology, photo-, phon-, tech-, -phobia.</li> <li>• Ancient and modern Olympic games</li> <li>• Locate Greece on a map</li> <li>• Think about Greece as a holiday destination</li> <li>• To look at differences in climate between holiday destinations</li> <li>• Investigate Greek mountains ranges and islands</li> <li>• Create a holiday brochure</li> <li>• Explore different Greek foods</li> <li>• Design and make Greek pots</li> </ul>	<p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gasses.</li> <li>• Observe that some materials change state when they are heated or cooled, measure or research the temperature at which this happens in degrees Celsius.</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>

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<p style="text-align: center;"><u>PE</u></p> <p><b>Tag rugby/Hockey</b></p> <ul style="list-style-type: none"> <li>To develop the range and consistency of their passing and receiving</li> <li>Use rules and adapt tactics in different situations</li> <li>Develop the range and consistency of their skills</li> <li>Use and adapt tactics, such as creating space and communicating, in different game situations</li> <li>Develop their attacking and defending skills</li> <li>Use rules and adapt tactics in different situations</li> <li>Play as a team and help each other</li> <li>Recognise when speed, strength and stamina are important in games</li> </ul>	<p style="text-align: center;"><u>Music</u></p> <p><b>Recorders</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensembles</li> <li>Play with increasing accuracy, fluency, control and expression</li> <li>Use and understand simple musical notations</li> <li>Compose simple pieces of music</li> <li>Listen to the performances of others</li> </ul>	<p style="text-align: center;"><u>Computing</u></p> <p><b>Coding 1 - Introduction to variables</b></p> <ul style="list-style-type: none"> <li>Children learn how computers use 'variables' to count things and keep track of what is going on.</li> <li>Introduced to creating a 'score' or method of counting which is dependent on an input or event that they have coded</li> <li>Children will create simple apps and games which use a score variable.</li> <li>Children will recap the importance of debugging a set of instructions, using logic and reasoning to work out what is wrong when an app doesn't work as it should</li> </ul>	<p style="text-align: center;"><u>RE</u></p> <p><b>Vulnerability</b></p> <ul style="list-style-type: none"> <li>To understand that Christians believe that when people feel scared or vulnerable they can turn to God for help.</li> <li>To understand how particular groups of people are more vulnerable than others and how God protects these people.</li> <li>To understand that slavery means that you are owned by somebody else and that it is a position of extreme vulnerability. To consider how we treat other people especially those who are weak and have no power.</li> <li>To use knowledge and understanding of slavery in the world today to write a persuasive argument to ban the practise of slavery in modern society.</li> <li>To understand that Christians believe that wisdom is a gift from God and that God wants us to behave fairly.</li> <li>To understand how people are vulnerable in times of war and consider the skills needed by peacemakers.</li> </ul>
<p style="text-align: center;"><u>PSHE</u></p> <p><b>Feelings and emotions:</b></p> <ul style="list-style-type: none"> <li>Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</li> </ul> <p><b>Healthy relationships:</b></p> <ul style="list-style-type: none"> <li>Recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</li> </ul> <p><b>Healthy lifestyles:</b></p> <ul style="list-style-type: none"> <li>Making informed choices; balanced diet; hygiene</li> </ul>	<p style="text-align: center;"><u>French</u></p> <ul style="list-style-type: none"> <li>Revision of numbers to 30, days of the week, months of the year and colours</li> <li>Practise the phrases 'il a' and 'elle a'</li> <li>Describe what someone looks like (age, hair and eye colour)</li> <li>Describe someone's nationality</li> <li>Describe someone's personality</li> </ul>		