

Year 4 – Mrs Lonsdale & Miss James  
Curriculum Overview  
Second Half of the Autumn Term 2022 - 2023

English	Mathematics	Topic	Science
<p><b>Poetry – Kit Wright</b></p> <ul style="list-style-type: none"> <li>Listen to and read a variety of poetry</li> <li>Create images from listening to a poem</li> <li>Use similes to create images</li> <li>Write a poem using similes</li> <li>Perform a poem</li> </ul> <p><b>Recounts</b></p> <p>Current newspaper articles</p> <ul style="list-style-type: none"> <li>Identify words and phrases that play with our emotions</li> <li>Identify the 5W's</li> <li>Retrieve information from a newspaper article</li> <li>Identify the features of a newspaper article</li> <li>Give opinions on a film</li> <li>Create a timeline of events</li> <li>Make notes from the point of view of a given character</li> <li>Create freeze frames</li> <li>Discover other people views and ideas about the family</li> <li>Create a headline and newspaper article</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common equivalent fractions</li> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>Simplify simple fractions</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Round any number to the nearest 10, 100 or 1000</li> <li>Calculate different measures involving money in pounds and pence –adding amounts, showing smallest number of coins for given values</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction</li> <li>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>Recognise and write decimal equivalents to quarter, half and 3 quarters</li> <li>Round decimals with one decimal place to the nearest whole number</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> </ul>	<p><i>Including: Art &amp; design, Design &amp; technology, Geography, History</i></p> <p><b>River Nile</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries.</li> <li>Describe and understand key features of rivers.</li> <li>Use maps to locate countries and describe features</li> <li>Locate the River Nile from source to mouth using a range of maps, atlases and digital computer mapping tools.</li> <li>To describe and understand how the of human geography including types of settlement and land use is affected by the River Nile.</li> <li>To use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose aimed at particular individuals or groups.</li> <li>To select and use a wider range of tools and equipment to perform practical tasks.</li> <li>To investigate the economic significance of the River Nile, including conflicts over natural resources and it's use for transport.</li> <li>To describe and understand a</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>To identify common appliances that run on electricity.</li> <li>Construct a simple series of electrical circuits, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>Identify weather or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>

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		key aspect of human geography: economic activity and the tourist industry.	
<u>PE</u>	<u>Music</u>	<u>Computing</u>	<u>RE</u>
<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Develop the range of actions, body shapes and balances to include in a performance</li> <li>Perform skills and actions more accurately and consistently</li> <li>Create gymnastic sequences that meet a theme or set of conditions</li> <li>Use compositional devices when creating sequences, such as changes in speed, level and direction</li> <li>Describe how the body reacts during different types of activity, and how this affects the way they perform</li> <li>Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved</li> </ul> <p><b>Swimming Continued</b></p>	<p><b>Recorders (throughout year)</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><b>Writing for a different audience</b></p> <ul style="list-style-type: none"> <li>Read / evaluate information</li> <li>Extract information from books</li> <li>Produce report style writing</li> <li>Consider presentation - font / headings, subheadings</li> <li>Edit and refine work to produce a final presentation</li> </ul>	<p><b>Pilgrimage</b></p> <ul style="list-style-type: none"> <li>What is a pilgrimage? Different places for pilgrimage. The difference between special and sacred places.</li> <li>Commercialisation of 'sacred' places. What the experience of a pilgrimage is like for a Christian before, during and after.</li> <li>What is more important to Christians - the journey or the destination?</li> <li>The physical and spiritual journey.</li> </ul> <p><b>The Message of Peace at Christmas</b></p> <ul style="list-style-type: none"> <li>Investigate what is meant by 'peace'</li> <li>Ask questions about peace and compare other opinions</li> <li>Describe what Jesus taught about peace</li> <li>Investigate symbols of peace</li> </ul>
<u>PSHE</u>	<u>French</u>		
<p><b>Respecting ourselves and others</b> to recognise differences between people such as gender, race, faith</p> <ul style="list-style-type: none"> <li>to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> </ul>	<p>Talk about activities</p> <ul style="list-style-type: none"> <li>Talk about activities</li> <li>Tell the time</li> <li>Talk about what time you do activities</li> </ul>		

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<ul style="list-style-type: none"><li>• about the importance of respecting the differences and similarities between people</li><li>• Using vocabulary to sensitively discuss difference and include everyone</li></ul>			
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