

## Curriculum Information Sheet

Autumn Term 2024

Year 4 – Miss Field

### Introduction

Hello and welcome to Year 4! I hope you have all had an enjoyable summer break. We are looking forward to an exciting term ahead and we have great activities planned to support the children with their learning. As part of our curriculum this term, children will be learning about the Amazon rainforest and the Romans in Britain, exploring the human digestive system and electricity in science and making slingshot cars in D.T. Please find below more details on the knowledge children will be building in each area of the curriculum. Children will also be taking part in theme/topic days, school visits and we look forward to welcoming you to our Christmas celebrations towards the end of term. We hope the children have a fantastic start to their time in Year 4. **Miss Field**

### Reading

#### Knowledge and skills:

Children will be reading a range of texts from a variety of different genres. Our guided reading texts this term will include “A World Full of Animal Stories: 50 Folktales and Legends” by Angela McAllister and “The Train to Impossible Places” by P.G. Bell.

Throughout this term, children will continue to develop their skills in the following areas:

- Predict what might happen in the text we are reading
- Clarify and explore the meaning of words
- Retrieve, record and present information
- Ask questions to improve understanding
- Draw inferences such as character feelings, thoughts and motives and justify with evidence
- Identify ideas from more than one paragraph and summarise
- Identify how language, structure and presentation contribute to meaning
- Discuss words and phrases that capture the reader’s interest and imagination

### Writing

#### Knowledge and skills:

Children will be using the following texts to support their writing outcomes during autumn term: “Gorilla” by Anthony Browne and “Leon and The Place Between” by Grahame Baker Smith and Angela McAllister. Children will produce a range of writing across different genres including poetry, non-chronological report writing, narrative writing and diary entries. Children will continue to:

- Plan writing by discussing the structure, grammar and vocabulary of similar writing
- Compose and rehearse sentences orally
- Build and use a varied vocabulary
- Build and use an increasing range of sentence structures
- In narratives, create settings, characters and plots
- Discuss and record ideas
- Group related ideas into paragraphs
- Proofread for spelling and punctuation errors

### Grammar, Spelling and Punctuation

#### Knowledge and skills:

Children will continue to consolidate, apply and build on their understanding of:

- Punctuation (full stops, capital letters, apostrophes for omission and possession with singular and plural nouns, commas in a list, commas with fronted adverbials and subordinate clauses, inverted commas)
- Paragraphs to organise information and ideas around a theme and use of organisational devices such as headings
- Range of sentence structures
- Use of subordination and coordination
- Wide range of conjunctions, adverbs and prepositions
- Use of subordinating conjunctions and fronted adverbials
- Possessive apostrophes with both singular and plural nouns, including irregular plural nouns
- Punctuating direct speech
- Pronouns to avoid repetition
- Tenses and verb forms are used correctly and consistently

Spellings will focus on the following areas:

- Common exception words for year 3 & 4
- Adding suffixes *-ing*, *-er*, *-ed*, *-est* to root words with a variety of endings
- Words with the /k/ sound spelt *ch*
- Words with the /x/ sound spelt *ch*
- The /r/ sound spelt *wr* at the beginning of words
- Apostrophes to mark plural possession
- Homophones and near homophones

### Maths

#### Knowledge and skills:

Children will continue to build their knowledge and understanding across all areas of the curriculum including number (place value, addition and subtraction, multiplication and division, fractions and decimals), measurement, geometry and statistics. By the end of this term, children will know how to:

- Recognise the place value of each digit in a four-digit number
- Order and compare numbers beyond 1000
- Find 1000 more or less than a given number
- Add and subtract numbers with up to four digits using mental methods, column addition and column subtraction
- Solve one-step and two-step problems in context
- Identify lines of symmetry in 2-D shapes
- Reflect 2-D shapes along a line of symmetry
- Count in multiples of 6, 7 and 9
- Recognise and recall multiplication facts up to 12x12
- Solve problems involving multiplication and division facts of all multiplication tables to 12 x 12
- Recognise and show common equivalent fractions
- Understand the relationship between non-unit fractions and multiplication and division of quantities
- Describe positions on a 2D grid as coordinates in the first quadrant
- Plot points and draw sides to complete a polygon
- Estimate and use the inverse operations to check answers
- Recognise the place value of tenths
- Recognise decimal equivalents of tenths
- Round decimals with one decimal place to the nearest whole number

	<ul style="list-style-type: none"> <li>- Compare numbers with up to two decimal places</li> <li>- Convert between different units of measurement (mass)</li> <li>- Calculate measure of mass using decimals up to one place</li> <li>- Multiply a two-digit number by a one-digit number using partitioning and formal written methods</li> <li>- Convert between different units of time</li> <li>- Read, write and convert time between analogue and digital 12-hour clocks</li> <li>- Read, write and convert time between analogue and digital 24-hour clocks</li> </ul>
<b>Science</b>	
<b>Knowledge and skills:</b>	<b>Knowledge and skills:</b>
<p>In the first half term, children will be learning about the human digestive system. By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>- Name the basic parts of the human digestive system</li> <li>- Describe the function of the basic parts of the human digestive system</li> <li>- Identify the different types of teeth in humans</li> <li>- Explain the functions of different types of teeth</li> <li>- Construct and interpret a variety of food chains</li> <li>- Identify producers, predators and prey</li> </ul>	<p>In the second half term, children will be learning about sound. By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>- Identify common appliances that run on electricity</li> <li>- Construct a simple series circuit</li> <li>- Identify and name the basic parts including cell, wires, bulbs, switches and buzzers</li> <li>- Identify whether or not a lamp will light up in a circuit based on whether the lamp is part of a complete loop with a battery</li> <li>- Recognise that a switch open and close a circuit and associate this with whether or not a lamp will light up</li> <li>- Recognise some common conductors and insulators and associate metals with being good conductors</li> </ul>
<b>Geography</b>	<b>History</b>
<b>Knowledge and skills:</b>	<b>Knowledge and skills:</b>
<p>During the first half term, children will be learning all about rainforests. By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>- Describe a biome and give an example</li> <li>- State the location and some key features of the Amazon rainforest</li> <li>- Name and describe the four layers of tropical rainforests</li> <li>- Understand that trees and plants adapt to living in the rainforest and give an example</li> <li>- Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources</li> <li>- Name one way in which the Amazon is changing</li> <li>- Articulate why the Amazon rainforest is important</li> <li>- Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help</li> <li>- Use data collection methods with support.</li> <li>- Summarise how the local woodland is used and suggest changes to improve the area.</li> </ul>	<p>In the second half term, children will be learning about the Roman Empire and why the Romans settled in Britain. As part of the topic, children will learn to:</p> <ul style="list-style-type: none"> <li>- Explain the meaning of empire and invasion</li> <li>- Understand the chronology of the Roman invasion of Britain</li> <li>- Identify the consequences of the Roman invasion</li> <li>- Create an interpretation of Boudicca using sources</li> <li>- Explain why the Romans needed a powerful army</li> <li>- Identify a soldier's equipment</li> <li>- Explain how the Roman army was organised and perform simple manoeuvres and drills</li> <li>- Make observations about an artefact</li> <li>- Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.</li> </ul> <p>We will be organising a Roman theme day in the second half of autumn term so children will be able to immerse themselves in this topic. Dates and details to follow!</p>
<b>Art</b>	<b>Design and Technology</b>
<b>Knowledge and skills:</b>	<b>Knowledge and skills:</b>
<p>Our art topic for this term will focus on sculptures and 3D structures. Through this topic, children will learn to:</p> <ul style="list-style-type: none"> <li>- Describe the work of inspirational sculptors</li> <li>- Create individual interpretations/responses</li> <li>- Develop ideas for 3D by drawing in 2D</li> <li>- Use different techniques to shape materials</li> <li>- Create a design for a 3-dimensional piece</li> <li>- Use tools to carve and shape a sculpture</li> <li>- Work safely with tools</li> <li>- Explore how shapes can be formed and joined with wire using different techniques</li> <li>- Create tints using undiluted ink and water</li> </ul>	<p>In DT this term, children will be using their DT skills to make slingshot cars. Children will be able to:</p> <ul style="list-style-type: none"> <li>- Understand the effect air resistance has on a moving object</li> <li>- Design a shape that reduces air resistance.</li> <li>- Draw a net to create a structure from.</li> <li>- Choose shapes that increase or decrease speed as a result of air resistance.</li> <li>- Personalise a design.</li> <li>- Measure, mark, cut and assemble with increasing accuracy.</li> <li>- Make a model based on a chosen design.</li> <li>- Evaluate the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.</li> </ul>

Religion and Worldviews	PSHE
<p><b>Knowledge and skills:</b></p> <p>This term, children will be building their knowledge of religion and worldviews in line with the new syllabus that has been introduced across Coventry and Warwickshire. This term in Year 4, children will be exploring the following key question:</p> <p><b>How might your worldview led you to do hard things for good reasons?</b></p> <p>As part of this unit of work, children will be exploring a number of related questions linked to themes of fasting and charity and they will consider a variety of different perspectives including Christian, Muslim, Humanist, Jewish and Hindu worldviews. Some of the questions children will be exploring include:</p> <ul style="list-style-type: none"> <li>- Why might people choose to do hard things in life?</li> <li>- What does it mean to make sacrifices in life?</li> <li>- What is the spiritual significance of fasting in Muslim worldviews?</li> <li>- Why is fasting important in Christian worldviews?</li> <li>- Are food choices always for spiritual/religious reasons?</li> <li>- Why do some Christians choose to do charity work as part of their worldview?</li> <li>- Do other worldviews also include charity work?</li> <li>- Why do some people make hard journeys for spiritual reasons?</li> <li>- What is non-violence and how is it expressed in some worldviews?</li> <li>- Why is non-violence historically so important to Quakers and how is it expressed today?</li> </ul> <p>This unit will help children to develop their understanding of personal responsibility and they will be developing their skills as philosophers and human and social scientists.</p>	<p><b>Knowledge and skills:</b></p> <p>Our core themes for this term are Being Me in My World and Celebrating Difference – please find more detail about these topics below. Alongside these units, children will also complete a series of lessons focused on ‘Taking Care’. This programme is revisited each year and helps children to understand how to keep themselves safe and how to observe and respect other people’s right to feel safe. During autumn term, Year 4 will also be taking part in a workshop called ‘Bully 4 You’ which will explore the important issues of bullying, emotional wellbeing and online safety through drama and discussion.</p> <p><b>Being Me in My World:</b></p> <ul style="list-style-type: none"> <li>- Know how individual attitudes and actions make a difference to a class</li> <li>- Understand my place in the school community</li> <li>- Know what democracy is (in the context of pupil voice within school)</li> <li>- Know that my actions affect myself and others</li> <li>- Know how groups work together to reach a consensus</li> <li>- Know that having a voice and democracy benefits the school community</li> </ul> <p><b>Celebrating Difference:</b></p> <ul style="list-style-type: none"> <li>- Know that sometimes people make an assumption about a person because of the way they look or act</li> <li>- Know that some forms of bullying are harder to identify than others</li> <li>- Know what to do if they think bullying might be taking place</li> <li>- Know the reasons why witnesses sometimes join in with bullying and don’t tell anyone</li> <li>- Know that first impressions can change</li> </ul>
MFL	Music
<p><b>Knowledge and skills:</b></p> <p>This term, our themes will focus on ‘Welcome to School’ and ‘My Local Area’. Through these topics, children will continue to build their phonic knowledge and vocabulary as well as their knowledge of grammatical features. Children will continue to develop their skills in speaking, listening, reading and writing. By the end of this term, children will know how to:</p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>- Say three sentences about themselves</li> <li>- Ask three questions about another person</li> <li>- Ask the question, “Where is the ___?” with four different shops</li> </ul> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>- Identify four classroom objects</li> <li>- Understand the question, “Where is the ___?” used with three different shops in the town</li> <li>- Understand and respond to two directions</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>- Read four school signs</li> <li>- Find a new classroom object in a bilingual dictionary</li> <li>- Read three signs for shops</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>- Write two sentences about themselves correctly</li> <li>- Accurately spell three classroom objects</li> <li>- Write the names of two shops from memory</li> </ul>	<p><b>Knowledge and skills:</b></p> <p>This term, our music topics will focus on Mamma Mia by ABBA and Glockenspiel Stage 2. We will also be preparing for our Christmas concert towards the end of autumn term. Through these units, children will learn to:</p> <ul style="list-style-type: none"> <li>- Listen and appraise different songs and styles of music. Children will be able to discuss themes within songs and identify features relating to voices and instruments.</li> <li>- Copy and play back different rhythmic and melodic patterns using the glockenspiel</li> <li>- Invent their own rhythmic and melodic patterns using the glockenspiel</li> <li>- Sing in unison</li> <li>- Play instrumental parts accurately and in time as part of a performance (most will play by ear, some from notation)</li> <li>- Create their own improvisations using given notes</li> <li>- Compose simple melodies using simple rhythms</li> <li>- Contribute to a performance using voices and instruments</li> </ul>

Computing	PE and Games
<p><b>Knowledge and skills:</b></p> <p>Children will be learning about the following topics this term:</p> <p><u>Online Safety</u> – Children will know:</p> <ul style="list-style-type: none"> <li>- How to share their online safety messages</li> <li>- How to create online safety resources</li> <li>- The important online safety messages</li> <li>- How to help others online</li> <li>- Understand phishing emails</li> <li>- To reflect on the positive and negative of a digital footprint</li> <li>- Give examples of care taken when sharing online</li> <li>- Understand malware and its impact</li> <li>- Give reasons for limiting screen time</li> </ul> <p><u>Spreadsheets</u> – Children will know:</p> <ul style="list-style-type: none"> <li>- How to design a graph to solve a mathematical problem</li> <li>- How to present, format and analyse their data</li> <li>- Use spreadsheets to solve and check mathematical problems and concepts</li> <li>- To use the number formatting tools</li> <li>- Add a formula to a cell</li> <li>- To fluently copy, paste contents between cells</li> <li>- Use a spreadsheet to collate data and extract information from it to answer questions</li> <li>- Create line graphs</li> </ul> <p><u>Writing for Different Audiences</u> – Children will know:</p> <ul style="list-style-type: none"> <li>- What format means</li> <li>- Why we need to format for different purposes</li> <li>- How to change font</li> <li>- How to change size</li> <li>- How to change styles</li> <li>- Create content linked to a simulation</li> <li>- Use a variety of software to make informed choices</li> <li>- Alter font types, styles and sizes to suit an intended audience</li> <li>- Incorporate images from clipart and internet sources</li> </ul>	<p><b>Knowledge and skills:</b></p> <p>During our P.E. lessons, children will be developing their skills in gymnastics and fundamental skills. In games lessons, children will be learning to play tag rugby and hockey. Through all of the activities this term, children will know how to:</p> <ul style="list-style-type: none"> <li>- Develop gymnastic skills including balancing, jumping, rolling and inverted movements consistently and fluently</li> <li>- Use skills to create increasingly complex sequences both individually and in collaboration with others</li> <li>- Choose and apply basic compositional ideas to sequences they create, and adapt them to new situations</li> <li>- Know and understand the basic principles of warming up and why it is important for good quality performance</li> <li>- Choose and use information and basic criteria to evaluate their own and others' work</li> <li>- In games, use a range of sending, receiving and travelling techniques in games, with varied control</li> <li>- Develop a range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control</li> <li>- Know and apply the basic strategic and tactical principles of various games and adapt them to different situations</li> <li>- Understand why exercise is good for their fitness, health and wellbeing</li> <li>- With help, devise warm up and cool down activities and justify their choices</li> </ul>