

# Year 4 Curriculum Plan

Autumn 1 2019



## Living Together



### Overview of Topic

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.

**Value of the half term: Confidence**

## Key Curriculum Areas

**As Readers** we will be exploring a range of stories. We will be collecting and discussing words and phrases which capture the reader's interest and developing in our ability to justify our views on what we have read. We will learn how to summarise the main ideas from paragraphs and chapters, and use this as a basis for making predictions about what is going to happen. We will use information texts to aid our cross-curricular research; retrieving and recording information from a range of non fiction texts. We will be using dictionaries to check the meaning of unfamiliar words

**As Writers** we will begin the year by looking at the story 'Parrots Don't Live in the City' and use our very own parrots on our field as inspiration! Can you spot them after school one day? They escaped from a zoo years ago and have set up home by our school! We will also be making leaflets and will finish the half term by looking at, writing (and of course performing) performance poetry. Throughout the term, we will develop our editing skills by proofreading work to ensure it make sense and that spelling and punctuation are accurate. We will concentrate on the rules for adding suffixes and prefixes to root words in our spelling work.

**As Mathematicians** we will be learning to recognise the place value of each digit in a four-digit number as well as being able to order and compare numbers beyond 1000. We will be finding 100 more or less than a given number and adding and subtracting numbers with up to 4 digits using formal written methods. We will also be estimating and using inverse operations to check answers to a calculations and solving addition and subtraction two-step problems in contexts, deciding which operations and methods to use. In addition to this, we will be multiplying and dividing mentally, including multiplying together three numbers. We will count in multiples of 6 and 7 and recall multiplication and division facts for our multiplication tables up to 12x12. We will also be multiplying two digit and three digit numbers by a one digit number using formal written lay out as well as dividing using the short division method with exact answers. Finally, we will be comparing and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes, identifying lines of symmetry in 2D shapes presented in different orientations and will complete a simple symmetric figure using a specific line of symmetry

**As Religiously Literate students** we will be looking at the Five Pillars of Islam and learning about how religious practice shapes the lives and worship of believers. We will think about places, times and conditions which help Muslims to pray and reflect upon their lives as well as thinking about the importance of silence and stillness. We will look at the practice of fasting as well as other religious practices and reflect on how beliefs shape the way people behave. Finally, we will look at the act of pilgrimage and why this is important to believers.

## Other Curriculum Areas

**As Scientists** we will learn about some of the positive and negative ways that humans change the environment, locally and globally, with a particular focus on how this affects other living things. We will begin to understand that actions can have both positive and negative consequences, that situations are not black and white, and that decisions involve compromises. We will consider how industry, housing and thoughtless behaviour can damage local habitats and also how humans can increase biodiversity by developing environments such as country parks and nature reserves

**As Geographers** we will be learning about the geographical similarities and differences of places through the study of human and physical geography of our local area and comparing this to another region outside Europe. We will learn how to develop and use our fieldwork skills to observe, measure, record and present the human and physical features of our local area.

**As Artists** we will learn how to sketch different birds and natural objects from observation and how to use water colours to depict texture, tone and movement. We will also look at an artist working in a community outside of Europe, and use graphic techniques to produce our pieces inspired by their work.

**As Athletes** we will be learning how to control our bodies in Gymnastics. We will be using balance and gain control over the poses we hold. We will think about what makes an effective balance and how we can best use our bodies in this way. In games we will be learning about how to direct a ball using both our bodies and equipment, again gaining further control over the movements we make and the impact this has over the movement of the ball.

**As Musicians** we will be learning how to compose songs and raps in order to create a musical news bulletin alerting our school community to the burning issues of the day!

**As Emotionally Literate students** we will be examining our feelings and thinking about how to overcome barriers to learning. We will learn how to develop resilience and celebrate each others' strengths, as well as thinking about and discussing the British value of mutual respect..

**As Linguists** we will be having weekly French lessons. We will revise the language of greetings and basic conversation before looking more closely at the topic of animals and how to describe and talk about them.

**As Computer Literate students** we will begin by focusing on the important area of online safety, using the internet appropriately and effectively in relation to our age. We will also be looking at online safety and also becoming software developers to develop an educational game

## Reminders

### P.E Days

Tuesday and Wednesday - PE kit to be in school all the time.

### Homework

**Reading:** Children are expected to read **everyday** at home and use home reading journals on a daily basis.

**Spellings:** They will also receive weekly spellings to learn on a Thursday ready for a spelling test the following Thursday.

**Homework Grid:** Children will be provided with a homework grid for every half term which will be kept in their homework folder.

Children must choose one option from the homework grid per week, to be handed in on Wednesday morning. They must choose a task from each row throughout the half term to ensure a even coverage of subjects.

### Learning Experiences

Wednesday 11<sup>th</sup> September - 2.15pm Meet the Teacher

Friday 27<sup>th</sup> September 9am - Macmillan coffee morning

Friday 27<sup>th</sup> September 11am - Harvest Service

Tuesday 1<sup>st</sup> October - Visit to Food Bank (TBC)

Thursday 3<sup>rd</sup> October - 9am Parent Workshop: Maths

Arts Trophy Final

Thursday 10<sup>th</sup> and Friday 11<sup>th</sup> October - Year 4 Cycle Training

Week beginning Monday 14<sup>th</sup> October - Multicultural Week

Thursday 17<sup>th</sup> October - 9am Class 4 Act of Worship