

Autumn 1 Curriculum Planning

Literacy

Use the main features of a type of writing (identified in reading).

Use techniques used by authors to create characters and settings.

Organise paragraphs around a theme.

Sequence paragraphs.

Write sentences that include:

- conjunctions
- adverbs
- adverbial phrases.

Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

Ask questions to improve understanding of a text.

Maths

Count in multiples of 2 to 9, 25, 50, 100 and 1000.

Find 1000 more or less than a given number.

Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones)

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

Add and subtract numbers mentally, Recognise, find and write fractions of a discrete set of objects

Recognise and use fractions as numbers

Add and subtract fractions with the same denominator

Solve problems involving increasingly harder fractions to calculate quantities

Perimeter - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Find the area of rectilinear shapes by counting squares

Describe positions on a 2-D grid as coordinates in the first quadrant

Describe movements between positions as translations of a given unit to the left/right and up/down

Plot specified points and draw sides to complete a given polygon.

Computing

Give examples of the risks posed by online communications.

Understand the term 'copyright'.

Devise and construct databases using applications designed for this purpose in areas across the curriculum.

Understand how online services work.

Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

Science

Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.

Construct and interpret a variety of food chains, identifying producers, predators and prey.

Recognise that living things can be grouped in a variety of ways.

Explore and use classification keys.

Recognise that environments can change and that this can sometimes pose dangers to specific habitats.

Identify how animals and plants are suited to and adapt to their environment in different ways.

Ask relevant questions.

Gather, record, classify and present data in a variety of ways to help in answering questions.

Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.

Identify differences, similarities or changes related to simple, scientific ideas and processes.

Year 4 Topic: The Circle of Life

Outside learning: Habitats, wildlife in locality, impact on the environment e.g littering

Geography

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.

Describe geographical similarities and differences between countries.

Human geography, including: settlements and land use.

History

Place events, artefacts and historical figures on a time line using dates.

Understand the concept of change over time, representing this, along with evidence, on a time line.

Use dates and terms to describe events.

R.E.

Key vocabulary associated with the study of Christianity; The varying expressions of prayer; Sources of authority such as the Bible, creeds, tradition and different genres and interpretations; Key teachings from important Christian thinkers; How events in society have influenced Christian beliefs

RSHE

I can recognise a wide range of emotions, identifying factors that can affect emotions. I have considered strategies to help manage my emotions. I have thought about ways to recognise and respond to other people's emotions. I understand that there are risks when being online. I can recognise some risks when being online, and know some ways to respond. I know how to keep my body clean and hygienic.

Art and design

Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Use layers of two or more colours. Replicate patterns observed in natural or built environments. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively.

DT

Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles. Improve upon existing designs, giving reasons for choices.

P.E.

Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team

MFL

Describe with some interesting details some aspects of countries or communities where the language is spoken.

Make comparisons between life in countries or communities where the language is spoken and this country.

Music

Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.

Vocabulary

Predator

Prey

Habitat

Environment

Conservation

Deforestation

Classification