

## Autumn 2 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.

Use organisational devices such as headings and sub headings.

Use the perfect form of verbs to mark relationships of time and cause.

Write sentences that include:

- direct speech, punctuated correctly
- clauses
- adverbial phrases.

Join letters, deciding which letters are best left un-joined.

Using and punctuating direct speech.

Draw inferences from reading.

Predict from details stated and implied.

Recall and summarise main ideas.

### Maths

read, write and convert time between analogue and digital 12- and 24-hour clocks

solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Convert between different units of measure

count in multiples of 6, 7, 9, 25 and 1000

find 1000 more or less than a given number

count backwards through zero to include negative numbers

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

order and compare numbers beyond 1000

Recognise and show, using diagrams, families of common equivalent fractions

Add and subtract fractions with the same denominator – over 1

Solve problems involving increasingly harder fractions to calculate quantities

recall multiplication and division facts for multiplication tables up to  $12 \times 12$

use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

recognise and use factor pairs and commutativity in mental calculations

multiply two-digit and three-digit numbers by a one-digit number using formal written layout

interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

Sugar smart APP

solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

### Computing

Use specified screen coordinates to control movement.

Set the appearance of objects and create sequences of changes.

Specify conditions to trigger events.

Understand that comments made online that are hurtful or offensive are the same as bullying.

### Science

Identify that humans and some animals have skeletons and muscles for support, protection and movement.

Describe the simple functions of the basic parts of the digestive system in humans.

Identify the different types of teeth in humans and their simple functions.

Compare and group materials together, according to whether they are solids, liquids or gases.

Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius ( $^{\circ}\text{C}$ ), building on their teaching in mathematics.

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.

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

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Year 4 Topic: What a state!

Outside learning: The water cycle in action! Changes in state e.g puddles, snow

### Geography

Name and locate the countries of Europe and identify their main physical and human characteristics.

physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.

Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.

### History

Describe changes that have happened in the locality of the school throughout history.

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Give a broad overview of life in Britain from ancient until medieval times.

## R.E.

Ethical theory, including the importance of love and forgiveness within Christian tradition; Concepts: Creation and Fall, Salvation; Christian perspectives on moral issues; The role of the Christian community in charity work. Humanism Core knowledge: Introducing ethical theory such as utilitarianism; The importance of the natural world and caring for the environment; The importance of the arts and sciences; The importance of love and relationships

## RSHE

I have considered strategies to help manage my emotions. I have thought about ways to recognise and respond to other people's emotions. I know that some food and drink is healthy for my body. I can use data to work out healthy choices. I can explain why it is important to make healthy choices. I know how a baby develops. I know how I have changed and developed, including how my body has changed so far, and how it might change in the future.

## Art and design

Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.

Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.

Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.

## DT

Design with purpose by identifying opportunities to design. Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques. Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).

## P.E.

Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching.

## MFL

Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary

## Music

Evaluate music using musical vocabulary to identify areas of likes and dislikes.

Understand layers of sounds and discuss their effect on mood and feelings.

## Vocabulary

Evaporation	Digestion
Condensation	molar
Liquid	incisor
Solid	canine
Gas	cavity
Irreversible	fluoride
Reversible	
Melting	
Solidify	
Stomach	