

English

- Write a descriptive paragraph about the sighting of the Iron Man
- Write a diary entry from the perspective of the Iron Man
- Write a set of instructions detailing how to create an Iron Man
- Write a newspaper report detailing the sighting of the Iron man
- Read a variety of texts, explore vocabulary and answer comprehension questions based on the following skills: retrieval, inference, summarising, clarifying, predicting

RE

- Describe puja and how it shows Hindu faith.
- Make connections with some Hindu beliefs and teachings about aims and duties in life.
- Describe some ways in which Hindus express their faith through puja, aarti and bhajans.
- Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.
- Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.
- Describe how the life of Gandhi shows Hindu beliefs in action

Humanities

- Describe the key features of life in the Indus Valley civilisation
- Identify when and where the Indus Valley civilisation developed
- Compare life in the Indus Valley with life in Bronze Age Britain
- Use evidence from archaeological sources to learn about the past
- Explain the significance of technological developments in both societies
- Recognise similarities and differences in how both societies were organised

Year 4 Curriculum Overview

Autumn 1

Maths

- Count in multiples of 1-12, 25, 50 and 100
- 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 & identify, represent and estimate numbers using different representations
- Round any number to the nearest 10, 100 or 1000
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- Add and subtract numbers with up to 3 digits using the formal written methods of columnar addition and subtraction where appropriate
- Estimate and use inverse operations to check answers to a calculation
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Wider School Opportunities

- Celebrating European Languages Day
- Cinema Trip

Key Vocabulary

Noun, verb, adjective, adverb, statement, question, command
Digit, place value, thousands, hundreds, tens, ones, partition, compare, order, addition, subtraction, estimate, inverse
Conductor, insulator, circuit, battery, wire, bulb, switch,
Civilization, Harappa, Archeologist, trade, artifacts, Indus River, script, granary, drainage system.
Hindu, Puja, Aarti, Bhajans, Gandhi, faith, Mandir

Science

Knowledge:

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts.
- Identify whether 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.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

Working scientifically:

- Setting Up Simple Practical Enquiries, Comparative and Fair Tests
- Making Systematic and Careful Observations
- Recording Findings Using Simple Scientific Language, Drawings, and Tables

PSHE

- I can explain why we need new friendships and how to make them.
- I can create a list of positive actions needed to stay friends with my friends.
- I can identify my own support network.
- I can demonstrate strategies for resolving conflicts.
- I can identify what bullying is.
- I know what to do if someone is being bullied.

Wider Curriculum

French – Presenting Myself

Music – Abba: Singing Skills

Computing – Online Safety

PE – Net/Wall Games/Gymnastics: Balance

Art – Plant Art

English

- Write a set of instructions to explain the mummification process.
- Write a diary entry from the perspective of Howard Carter.
- Write a third person narrative using the story of Isis and the Cobra as stimulus.
- Write a non-chronological report detailing how to pyramids were created.
- Read a variety of texts, explore vocabulary and answer comprehension questions based on the following skills: retrieval, inference, summarising, clarifying, predicting

RE

- Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people.
- Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities.
- Describe two meanings of the story of Exodus for Jews today.
- Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives.
- Say simply how two parts of Rosh Hashanah and Yom Kippur ceremonies and actions link to forgiveness and repentance.
- Ask a question and suggest an answer about why it is good or not good for Jewish people to look to the past and the future at Pesach.

Humanities

- To understand who the Ancient Egyptians were and when they lived in history.
- To learn about the importance of the River Nile and how it influenced Ancient Egyptian life.
- To explore the daily life of Ancient Egyptians, including their jobs, homes, and food.
- To investigate Ancient Egyptian beliefs and gods, including their ideas about the afterlife.
- To study the significance of pyramids and tombs, and why they were built.
- To use historical sources and evidence such as pictures, artifacts, and stories to learn about Ancient Egypt.

Wider School Opportunities

- Lego STEM Workshop

Year 4 Curriculum Overview

Autumn 2

Maths

- Recall multiplication and division facts for multiplication tables up to 12×12
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
- Estimate, compare and calculate different measures, including money in pounds and pence
- 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.

Wider Curriculum

French – My Family
Music – Glockenspiel 2: Musical Elements
Computing – Computer Art
PE – Dance – Communication. Invasion Games - Keeping possession of the ball. Handball/Tag rugby
DT – Seasonal Stockings

Key Vocabulary

Pronoun, preposition, conjunction, clause, fronted adverbial
Multiply, divide, times table, product, quotient, factor, multiple, hour, minute, second, quarter past, quarter to, analogue, digital
Solid, liquid, gas, evaporation, condensation, freezing, melting, temperature, #water cycle, change of state
Pharaoh, pyramid, Mummy, Sarcophagus, canopic jar, hieroglyphics, tomb, River Nile
Jewish, Exodus, Rosh Hashanah, Yom Kippur, Pesach

Science

Knowledge:

- To compare and group materials based on whether they are solids, liquids, or gases.
- To observe that some materials change state when they are heated or cooled.
- To identify the part played by heating and cooling in changing materials from one state to another (e.g. melting, freezing, evaporating, and condensing).
- To understand and describe the water cycle, including evaporation and condensation.
- To investigate how temperature affects changes of state, using simple experiments.
- To use scientific vocabulary such as solid, liquid, gas, evaporation, condensation, melting, and freezing when discussing materials.

Working scientifically:

- Asking relevant questions and using different types of scientific enquiries to answer them.
- Setting up simple practical enquiries, comparative and fair tests.
- Making careful observations and taking accurate measurements using standard units, such as using thermometers.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

PSHE

- To appreciate what being responsible means and name some of their responsibilities.
- Give examples of a range of risky or dangerous situations.
- Appreciate that doing something risky may lead to danger.
- Describe where pressure to do things can come from.
- Identify people who can help us in an emergency.
- Identify safety precautions that can be taken on and near roads.
- Know how to use mobile devices and the Internet responsibly.
- Explain some of the ways in which drugs, cigarettes and alcohol affect the human body.