

PE: Cricket and Gymnastics and Multi-Skills

The children will be learning to develop team work, agility and balance as well as swimming unaided and staying safe in the water

Music:

To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

To learn how to play the violin.

Charanga Music: 'How does music connect us with our past?'

R.E. What is the 'Trinity' and why is it important for Christians.

Recognise what a 'Gospel' is and give an example of the kinds of stories it contains.

Offer suggestions about what texts about baptism and Trinity mean

Give examples of what these texts mean to some Christians today

Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live

French:Portraits-

The children will be learning to understand simple descriptive sentences as well as write descriptive sentences.

Design Technology: Food- Are all biscuits the same?

Children will: Evaluate, design, create, develop technical knowledge and make a purposeful product for a particular person using a design brief.

Maths:Multiplication and division

The children will be recapping their prior knowledge and building upon this using multiplication and division using multiples of 3,6,9, 7,11 and 12. They will also be multiplying by 1 and 0 as well as dividing a number by 1 and itself.

Additionally the children will be problem solving and explaining their reasoning through word problems and developing strategies.

The children should use TT Rockstars to increase speed in answering multiplication calculations.



Year 4 – Curriculum Overview Autumn Term 2 2024

History

How did the arrival of the Romans change Britain?

The children will be encouraged to investigate in-depth questions about some of the important changes that occurred in Britain at the time of the Romans as well as studying aspects of Roman life.

Geography:

Why do some earthquakes cause more damage than others?

This enquiry introduces pupils to some key aspects of physical geography, in particular one of the major outcomes of tectonic activity in the world – earthquakes.

Pupils come to understand why it is that earthquakes only tend to occur in particular areas of the world as a consequence of the pattern and movement of the tectonic plates of the Earth's crust.

Science: Sound

To identify how sounds are made, associating some of them with something vibrating.

To recognise that vibrations from sounds travel through a medium to the ear.

To find patterns between the pitch of a sound and features of the object that produced it.

To find patterns between the volume of a sound and the strength of the vibrations that produced it.

To recognise that sounds get fainter as the distance from the sound source increases

Computing: Programming-Further coding with Scratch

The children will be using software Scratch to create a simple script, add or change a sprite and prevent it from rotating, use decomposition to identify features and understand how to decipher actions to make the quiz game work, understand what a variable is and use Project EVOLVE to help remain safe online.

PSHE: Health and Wellbeing

How we deal with different emotions.

Define the word influence;

Recognise that reports in the media can influence the way they think about a topic;

Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.

Art: Sculpture and 3D- Mega Materials

Children will: develop ideas for 3D work through drawing and visualisation in 2D. Use more complex techniques to shape materials

Explore how shapes can be formed and joined in wire. Consider the effect of how sculpture is displayed.

English: Literacy tree- The Varmints by Helen Warde

Reading: -To develop positive attitudes to reading and understanding of what they read by:

-To use dictionaries to check the meaning of words that they have read

- To identify themes and conventions in a wide range of books

Writing: Plan writing by: • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Draft and write by: • In non-narrative material, using simple organisational devices • Organising paragraphs around a theme • In narratives, creating settings, characters and plot
Evaluate and edit by: • Proposing changes to grammar and vocabulary to improve consistency

To write a Diary entry, instructions, letter, description and speech

Handwriting:The children will use the Nelson handwriting scheme to support the legibility, consistency and quality of