



## Year 4 Curriculum Newsletter – Autumn

English		Maths	
<p><b><u>Writing</u></b>            How to build a Roman road (instructions)            The Diary of Gaius Oranius (Roman Soldier)            Writing for pleasure</p> <p>Joe's Hooded Hawk (Narrative)            Banksy: Artist or vandal? (Discussion)</p>	<p><b><u>Reading</u></b>            The Jungle Book</p>	<p><b><u>Units</u></b>            Place value            Addition and Subtraction</p> <p>Measurement – Area            Multiplication and Division</p>	<p><b><u>Fluency</u></b>            Times tables to 12x12</p> <p>Arithmetic using addition, subtraction, multiplication and division.</p>

Year		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	<b><u>Science</u></b>	1.Teeth and Digestion 2. Animals Including Humans – Food and Digestion	1.Living things and their habitats 2.Living things and their habitats - conservation	1.States of matter 2.Sound
	<b><u>DT</u></b>	Electrical Systems - Torches	Mechanical Systems – Making a slingshot car	Cooking and Nutrition – changing a recipe
	<b><u>Geography</u></b>	What are the Peaks?	What are the Rockies?	What is the Mississippi?
	<b><u>History</u></b>	Where did the Romans Settle?	How was Ancient Greece ruled?	Were Henry V III's rules fair?
	<b><u>Art</u></b>	Peter Blake	David Hockney	David Hockney textiles
	<b><u>Computing</u></b>	1.The Internet 2.Audio Production	1. Repetition in Shapes 2.Data and information (data logging)	1.Photo editing 2. Repetition in Shapes
	<b><u>Music</u></b>	Violin	Violin	Violin
	<b><u>PSHE</u></b>	1.Being Me in My World 2. Celebrating Differences	1.Dreams and Goals 2.Healthy me	1.Online relationships 2. Changing me
	<b><u>Spanish</u></b>	1.My Town 2. Lets Go!	1.Shopping 2.The wider world	1.My routine 2.Free Time
	<b><u>RE</u></b>	1.The Environment- Harvest 2. Landmarks in Life	1.Committment: Lent 2. Judaism study	1.Thinking about God 2.Features and patterns of worship
<b><u>PE</u></b>	1.Dance 2.Netball 3.Handball	1.Gymnastics 2.Basketball 3.Football 4.Fitness	1.Athletics 2.Cricket 3.Orienteering 4.Rounders	

<b><u>Subject</u></b>	<b><u>What I need to know/do...</u></b>	<b><u>Links</u></b>
<b><u>English</u></b>	<ul style="list-style-type: none"> <li>• Read regularly at home to or with an adult.</li> <li>• Practise my Year 4 Common exception word spellings.</li> <li>• Practise my weekly spelling using that week's spelling rule</li> <li>• Access Spelling Shed for further spelling support</li> </ul>	<a href="#">Spelling Shed - Spelling Shed</a> <a href="#">- The Science of Spelling</a>
<b><u>Maths</u></b>	<ul style="list-style-type: none"> <li>• Practise times tables regularly using TTRS or other Times Tables links.</li> <li>• Access other maths games for 7-9 year olds to retrieve place value knowledge and practise the four operations.</li> </ul>	<a href="#">Times Tables Rock Stars – Times Tables Rock Stars (trockstars.com)</a> <a href="#">Times tables games - Learn them all here!</a> <a href="#">Key Stage 2 Maths - Topmarks Search</a>
<b><u>Science</u></b>	<b>Electricity</b> <ul style="list-style-type: none"> <li>• Construct a simple circuit</li> <li>• Name the components in a circuit</li> <li>• Know how to keep safe around electricity</li> <li>• Identify what is missing from a circuit</li> </ul>	<a href="#">Electricity - KS2 Science - BBC Bitesize</a>
<b><u>DT</u></b>	<ul style="list-style-type: none"> <li>• What is a torch? Look at existing projects.</li> <li>• Consider ways that electrical circuits can be used to design and create a torch.</li> <li>• Evaluate existing products and make amendments into own ideas.</li> <li>• Use Science knowledge to support electrical circuits and how to power items using battery electricity,</li> </ul>	
<b><u>Geography</u></b>	<b>What are the Peaks?</b> <ul style="list-style-type: none"> <li>• Recap locating the countries of the UK</li> <li>• Establish the difference between hills and mountains.</li> <li>• Locate UK mountains using a range of maps (maps with keys, topographical maps, satellite maps)</li> <li>• Locate tallest mountains in England, Wales and Scotland (Scafell Pike, Snowdon and Ben Nevis) and explore using Google Earth.</li> <li>• Know where the areas with many peaks are within the UK and explore the impact on the land use/jobs/tourism etc.</li> <li>• Use images to explore sources of water on hills and mountains and their course to a river or lake (Focus on the start of the water cycle –Key vocab: source, run-off, stream, tributary, river, lake)</li> <li>• Know about different types of lakes and understand that some lakes are physical features and some are human features.</li> </ul>	
<b><u>History</u></b>	<b>Where did the Romans settle?</b> <ul style="list-style-type: none"> <li>• Introduce the Romans and place on a timeline looking at its place with prior learning- e.g Bronze Age.</li> <li>• Understand Roman daily life: jobs roles, homes, music. Where did they settle and what were their settlements like?</li> <li>• Understand the impact of the Roman Road and how they effected settlements.</li> <li>• Establish a chronological understanding of the Roman invasion on Britain. Why did they invade? What were the push/pull factors of invading Britain?</li> <li>• Look at Julius Caesar as a significant figure and his influence on the invasion of Britain.</li> <li>• Understand the social impact of Roman invasions and conquests- particular focus on Hadrian's Wall and its location</li> <li>• How did this period end? Why did it end? Explore how successful the Roman empire in Britain was. Were the Romans successful in conquering Britain?</li> </ul>	
<b><u>Art</u></b>	<b>Peter Blake</b> <ul style="list-style-type: none"> <li>• Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone Understanding why they best suit.</li> <li>• Draw for a sustained period at an appropriate level.</li> <li>• Have opportunities to develop further drawings featuring the third dimension and perspective.</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</li> </ul>	

<b><u>Computing</u></b>	<p>The Internet</p> <ul style="list-style-type: none"> <li>• Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure.</li> <li>• They will learn that the World Wide Web is part of the internet</li> <li>• They will evaluate online content to decide how honest, accurate, or reliable it is</li> <li>• To understand the consequences of false information.</li> </ul>
<b><u>Music</u></b>	Violins – Practise your violin when it comes home
<b><u>PSHE</u></b>	<p>Being Me in My World</p> <ul style="list-style-type: none"> <li>• Becoming a Class ‘Team’</li> <li>• Being a School Citizen</li> <li>• Rights, Responsibilities and Democracy</li> <li>• Rewards and Consequences</li> <li>• Understand how groups come together to make decisions</li> </ul>
<b><u>Spanish</u></b>	<p>My Town:</p> <ul style="list-style-type: none"> <li>• Name major Spanish-speaking cities</li> <li>• Identify and say typical amenities to be found in town</li> <li>• Say and order multiples of 10</li> <li>• Ask and give a simple address in Spanish</li> <li>• Use a bilingual dictionary</li> </ul>
<b><u>RE</u></b>	<p>Harvest:</p> <ul style="list-style-type: none"> <li>- Know what Harvest means to farmers and ourselves?</li> <li>- Understand why we celebrate Harvest?</li> <li>- To say how Christians view God as creator and provider?</li> <li>- To know how Christians celebrate Harvest?</li> <li>- Explore what Harvest means to someone living in a country with environmental problems?</li> </ul> <p>Plan a Harvest Festival?</p>

All Year 4 Children have PE on: Tuesday and Thursday