

# Curriculum Overview



Term: Autumn 1	Year: 4	
<b>English – Nellie Choc-Ice and the Plastic Island AND What a Waste!</b>		<b>Maths</b>
<p><i>In English, we will be focusing on...</i></p> <p><i>Writing a Non-chronological report</i></p> <ul style="list-style-type: none"> <li>• <i>Fronted adverbials</i></li> <li>• <i>Commas in a list</i></li> <li>• <i>Conjunctions</i></li> <li>• <i>Expanded noun phrases</i></li> <li>• <i>-ly word endings</i></li> </ul> <p><i>Persuasive leaflet</i></p> <ul style="list-style-type: none"> <li>• <i>Persuasive techniques</i></li> <li>• <i>Fronted adverbials</i></li> <li>• <i>Rhetorical questions</i></li> <li>• <i>Commas in a list</i></li> <li>• <i>Conjunctions</i></li> <li>• <i>Expanded noun phrases</i></li> </ul> <p><i>Poetry - haiku</i></p>		<p><i>In Maths we will be focusing on...</i></p> <ol style="list-style-type: none"> <li>1. <i>Counting in multiples of 6, 7, 9, 25 and 1000</i></li> <li>2. <i>Find 1000 more or less than a given number</i></li> <li>3. <i>Count backwards through zero to include negative numbers</i></li> <li>4. <i>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</i></li> <li>5. <i>Order and compare numbers beyond 1000</i></li> <li>6. <i>Identify, represent and estimate numbers using different representations</i></li> <li>7. <i>Round any number to the nearest 10, 100 or 1000</i></li> <li>8. <i>Solve problems that involve all of the above and with increasingly large positive numbers</i></li> <li>9. <i>Read Roman numerals to 100 (I to C)</i></li> <li>10. <i>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</i></li> <li>11. <i>Estimate and use inverse operations to check answers to a calculation</i></li> <li>12. <i>Solve addition and subtraction two-step problems in co</i></li> </ol>
<b>Science –</b>		<b>RSHE</b>
<p><i>In Science we will be investigating States of Matter -</i></p> <ol style="list-style-type: none"> <li>1. <i>What’s the temperature</i></li> <li>2. <i>What’s the state?</i></li> <li>3. <i>Investigating temperature and change of state</i></li> <li>4. <i>Does Goldilocks eat ice cream?</i></li> <li>5. <i>Where does all the water go?</i></li> <li>6. <i>How many times can water change?</i></li> </ol>		<p><i>In RSHE we will be focusing on...</i></p> <p><i>What makes a close friend?</i></p> <p><i>Does everybody have the same feelings?</i></p>

## Curriculum Overview

<i>7. Can you keep your cool?</i>	
<i>RE –</i>	<i>Art</i>
<p><i>In RE we will be learning:</i></p> <p><i>What Kind of World did Jesus Want</i></p>	<p><i>We will be exploring the works of the Sheffield based artist Pete Mckee and attempting to replicate his cartoonistic style.</i></p>
<i>Computing –</i>	<i>Physical Education</i>
<p><i>In Computing we will be developing competence with the unit 'repetition in shapes'. Focussing on</i></p> <ol style="list-style-type: none"> <li><i>1) Programming a screen turtle</i></li> <li><i>2) Programming letters</i></li> <li><i>3) Patterns and repeats</i></li> <li><i>4) Using loops to create shapes</i></li> <li><i>5) Breaking things down</i></li> <li><i>6) Creating a program</i></li> </ol>	<p><i>In PE we will be focusing on football and cricket</i></p> <ul style="list-style-type: none"> <li><i>• Passing and receiving skills</i></li> <li><i>• Team work and respect</i></li> <li><i>• Knowledge of game rules</i></li> <li><i>• Sportsmanship</i></li> <li><i>• Knowledge of positions</i></li> </ul>
<i>History</i>	<i>Homework Expectations</i>

## Curriculum Overview

<p><i>In Geography we will be focusing on Roman Britain</i></p> <ol style="list-style-type: none"><li><i>1. Who are we studying?</i></li><li><i>2. 'Third time lucky?' When and why did the Romans invade Britain?</i></li><li><i>3. Why was the Roman army so successful?</i></li><li><i>4. Who was Boudicca and why did she rebel?</i></li><li><i>5. What was life like in Roman Britain?</i></li><li><i>6. Did the Romans leave anything behind?</i></li></ol>	<p><i>Reading- a minimum of 4 times per week</i></p> <p><i>TTRS- 10 minutes of times tables practise x3 times per week</i></p> <p><i>Edshed- 10 minutes of spelling practise a minimum of 3 times per week</i></p> <p><i>Maths shed- x1 task set by the teacher to be completed</i></p>
<p><i>Spanish</i></p>	
<p><i>In year 4's MFL learning, children will be learning...</i></p> <ul style="list-style-type: none"><li><i>- Greetings</i></li><li><i>- Classroom language</i></li><li><i>- Numbers 1 - 31</i></li><li><i>- Months of the year</i></li><li><i>- Dates</i></li><li><i>- Seasons</i></li></ul>	