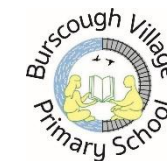




Burscough Village Primary School
Year 4
Autumn Curriculum Overview



	Autumn 1	Autumn 2
Maths	<p><u>Place value</u> – writing numbers, rounding, exchanging, partitioning.</p> <ul style="list-style-type: none"> ▪ Mental & written addition ▪ Mental & written subtraction. ▪ Mental & written division ▪ Mental & written multiplication (focus on times tables) ▪ Problem solving, involving multiplication, division, addition and subtraction. 	<p><u>Partitioning in different ways</u></p> <ul style="list-style-type: none"> ▪ Doubling and halving, counting forwards and backwards in 1s, 10s and 100s, multiplication trios. ▪ Partitioning in different ways, multiplying multiples of 10 and 100, multiplying three numbers. ▪ Using known facts to calculate new facts. ▪ Understand the effect of multiplying a one or two-digit number by 10 and 100. ▪ Multiply multiples of 10 and 100 by using factor pairs. ▪ Multiplying U x U x U without visual representations.
English	<p><u>Stories with fantasy settings</u></p> <ul style="list-style-type: none"> ▪ Develop sentences for description – including clauses. ▪ Review and develop sentence openers for effect. ▪ Use action, description and dialogue to move the story. <p><u>Explanations</u></p> <ul style="list-style-type: none"> ▪ Listen to, read and discuss a range of explanation texts. ▪ Orally retell an explanation. ▪ Analyse and evaluate texts looking at language, structure and presentation. Analyse and evaluate how specific information is organised within an explanation text. ▪ Explain how paragraphs are used to order an explanation text. <p><u>Film and playscripts</u></p> <ul style="list-style-type: none"> ▪ Listen to, read and discuss a range of plays. ▪ Read plays at an age-appropriate interest level. ▪ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. ▪ Develop characterisation using vocabulary to create emphasis, humour, atmosphere, suspense and include in writing. ▪ Discuss and propose changes to own and others' writing with partners and in small groups. 	<p><u>Innovated narrative based on a model.</u></p> <ul style="list-style-type: none"> ▪ Listen to, read and discuss a fairy tale. Orally retell a fairy story. ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Identify and discuss effective words and phrases which capture the reader's interest and imagination. ▪ Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust. ▪ Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. ▪ Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." ▪ Read and analyse a fairy tale in order to plan and write own versions. <p><u>Newspaper report</u></p> <ul style="list-style-type: none"> ▪ Listen to, read and discuss a range of newspapers in print and on screen. ▪ Demonstrate active reading strategies e.g. generating questions, finding answers. ▪ Navigate texts to locate and retrieve information in print and on screen. ▪ Use organisational devices in non-fiction writing e.g. captions, text boxes ▪ Identify & discuss purpose, audience, language & structures of non-fiction for writing. <p><u>Classic Narrative Poetry</u></p> <ul style="list-style-type: none"> ▪ Listen to, read and discuss a classic narrative poem. ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Identify, discuss & collect effective words & phrases which capture the reader's interest & imagination. ▪ Explore, identify, collect & use noun phrases.
Science	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> ▪ 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. ▪ Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p><u>Living things and their habitat - Environment</u></p> <ul style="list-style-type: none"> ▪ Sort living things into groups. ▪ Generate questions about animals. ▪ See similarities and differences between vertebrates. ▪ Identify vertebrate groups. ▪ Identify the characteristics of living things. ▪ Suggest how to have a positive effect on the local environment.
PSHE	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> ▪ How to eat a healthy diet & the benefits of nutritionally rich foods 	<p><u>Relationships: How do we treat each other with respect?</u></p> <ul style="list-style-type: none"> ▪ Being polite in different situations.

	<ul style="list-style-type: none"> How to maintain good oral hygiene. How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health How people make choices about what to eat & drink. 	<ul style="list-style-type: none"> To distinguish the difference between a right and a responsibility. To know that the children have rights under a UN charter. To compile a protocol of action in response to exclusion, disrespect & discrimination.
History	<p>Ancient Egypt</p> <ul style="list-style-type: none"> Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them. Know about, and name, some of the advanced societies that were in the world around 3000 years ago. Know about the key features of Ancient Egypt. 	
Geography		<p>What do you know about European countries?</p> <ul style="list-style-type: none"> Know the names of and locate at least eight European countries and capitals. Know at least five differences between living in the UK and a Mediterranean country. Know the key physical and human characteristics of the Mediterranean.
RE	<p>Hinduism <i>What might a Hindu learn from celebrating Diwali?</i></p> <ul style="list-style-type: none"> Explore the theme of good overcoming evil – just as light overcomes darkness. Deepen understanding of Hindu beliefs by learning about Rama & Sita. Reflect on the symbolism of light within all human cultures & consider how light might be a universal symbol of goodness and hope. 	<p>Christianity <i>How and why might Christians use the Bible?</i></p> <ul style="list-style-type: none"> Understand that the Bible is not one book but a collection of books, written by different people at different times. Know that the Bible contains two main sections – the Old Testament (which is the Jewish scriptures) & the New Testament (about Jesus and the early Church). Explore the idea that the Bible has authority for Christians because it is 'the Word of God', but that Christians have different views about what this means – some take it as a literal truth, whereas others take the liberal view that it contains truths about God & how God wants people to live but that the stories themselves may not be literally true.
PE	<p>Invasion Games Content: Basketball</p> <ul style="list-style-type: none"> Learn simple attacking and defending tactics. Use a range of equipment. Develop skills in a 4V2, 2v1, 2v2 games. 	<p>Dance</p> <ul style="list-style-type: none"> Balance, co-ordination, agility, strength and accuracy will be key skills. Look at developing performing with fluency and control. Movement and imagination will be looked at using a range of stimuli.
Art	<p>Storytelling Through Drawing</p> <ul style="list-style-type: none"> Tell stories through drawing & use text within drawings to add meaning. Use line, shape, colour & composition to develop evocative & characterful imagery. Sequence drawings to help viewers respond to a story. 	
Computing		<p>Coding</p> <ul style="list-style-type: none"> Create a program using event, object and action code blocks. Describe the algorithms created. Modify the properties of an object & a button to fit a program design. Read code that includes repeat until & IF/SET and explain how it works.
DT	<p>Food (health and varied diet)</p> <ul style="list-style-type: none"> Develop knowledge of food by tasting and analysing different dips. Create and explore ideas for a healthy dip. Make dips for an Egyptian-themed party 	
Music	<p>Interesting Time Signatures</p> <ul style="list-style-type: none"> Embedding the elements of music (listening, singing, composing, playing) with a focus on time signatures. How music can connect people and bring them closer together. Learn minims, dotted crotchets, crotchets and quavers. 	<p>Combining Elements to make Music</p> <ul style="list-style-type: none"> Embedding the elements of music (listening, singing, composing, playing) with a focus on how different elements are combined to make music. How music helps us to tell stories. Learn minims, dotted crotchets, crotchets, quavers and semiquavers.

