

Year 4 Overview Autumn 1: Journey

English

Prior Learning: Year 3 – Using adjectives and descriptive phrases for a character description. Using features of a non-chronological report such as heading, sub-heading, facts and information.

Character Description

→ **(Writing to entertain)**

Diary

→ **(Writing to inform)**

Non-chronological report

→ **(Writing to inform)**

Poetry

→ **(Writing to entertain)**

Grammar

- Indicate grammatical and other features by using fronted adverbials
- Using expanded noun phrases
- Draft and write by: in narratives, creating settings, characters and plot
- Plan their writing by: discussing and recording ideas
- Using conjunctions, adverbs and prepositions to express time and cause

Punctuation

- using commas after fronted adverbials
- using previously taught vocabulary correctly

Transcription

- The grammatical difference between plural and possessive –s
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel

Spellings

- Homophones or near homophones.
- The prefix 'in-', 'il-', 'im-' and 'ir-'
- The prefix 'sub-' and 'inter'
- The suffix '-ation'

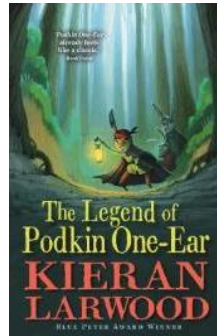
Reading

Prior Learning:

Y3 - Introduction of VIPERS skills.

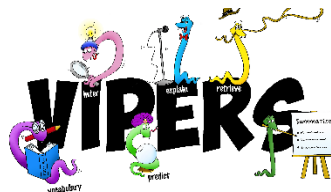
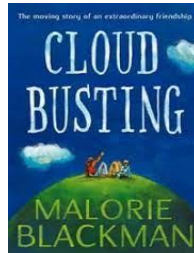
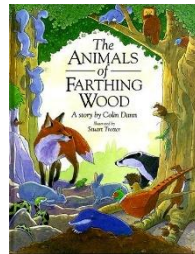
Class Novel:

Podkin One-Ear
by Kieran Larwood



Wider Reading Across The Curriculum:

The Animals of Farthing Wood
Cloud Busting



Vocabulary	Development of skills across a range of genres and through the curriculum.
Inference	
Prediction	
Explain	
Retrieve	
Summarise	

Development of reading accuracy and fluency across a range of age appropriate texts.

Maths

Prior Learning: Year 3 – Place Value – Represent and partition numbers up to 1,000. Partition numbers up to 1,000. Order and compare numbers to 1,000. Year 3 – Addition and subtraction – Add and subtract 1s, 10s and 100s. Add and subtract two 3-digit numbers with no exchange, one exchange and more than one exchange

Number: Place Value

- Representing numbers to 1,000 and 10,000
- Partitioning numbers to 1,000 and 10,000
- Thousands
- Finding 1, 10, 100 and 1,000 more/less
- Number line to 10,000
- Comparing and ordering numbers to 10,000
- Roman numerals
- Rounding to the nearest 10, 100 or 1,000



Number: Addition and Subtraction

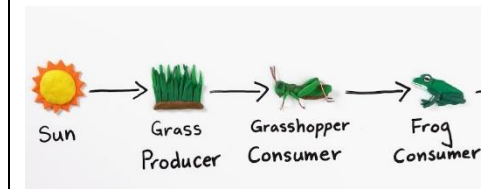
- Add and subtract 1s, 10s, 100s and 1,000s
- Add and subtract up to two 4-digit numbers with no exchange, one exchange and more than one exchange
- Estimating answers
- Checking strategies

Science

Prior Learning: Year 3 - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Animals including humans

- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- 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
- Recognise that environments can change and that this can sometimes pose dangers to living things
- Recognise that living things can be grouped in a variety of ways



PSHE

Prior learning: Year 3 - Recognising my worth and identifying positive things about myself and my achievements. Setting personal goals. Facing new challenges positively, making responsible choices and asking for help when I need it.

Being Me in My World

- 1) Our learning charter
➔ Recapping our learning charter
- 2) Becoming a class team
➔ Knowing my attitudes and actions make a difference to the class team
- 3) Being a school citizen
➔ I understand who is in my school community, the roles they play and how I fit in
- 4) Rights, responsibilities and democracy
➔ I understand how democracy works through the School Council
- 5) Rewards and consequences
➔ I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them



French

Prior learning: Year 3 - Introduction to basic French words, such as numbers and colours. Pronunciation skills and how to introduce yourself.

Presenting Myself

- Count to 20
- Say their name and age
- Say hello and goodbye, and then ask how somebody is feeling and answer how they are feeling.
- Tell you where they live
- Tell you their nationality and understand basic gender agreement rules



Art

Prior learning: Year 3 - Develop patterns / marks with contrasting grades of pencil exploring the difference between a 2B and HB pencil

Line Drawing

Artist Focus: Stephen Wiltshire

- Analysing contemporary artwork
- Develop an identified element of their work e.g. line drawing
- Develop intricate patterns and marks with different grades of pencil.
➔ Explore the effects of the range of grades of pencils
- Use sketchbook for planning and refining ideas. Make good choices of resources and references to help develop ideas.



Computing

Prior learning: Year 3 - Recognise what is acceptable/unacceptable behaviour from a given scenario.

E-Safety

- Suggest examples of acceptable/unacceptable behaviour online.
- Come up with their own ideas of inappropriate content and explain/show someone else what they should do to report it



Geography

Prior learning: Year 2 – Naming different regions of the UK. Year 3 – Using maps and atlases to locate parts of the UK and find different countries and places in Asia and Africa.

Map Work

- Interpret pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm.) Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there
- Name and locate counties and cities of the UK. Use maps to locate features of the UK e.g. rivers, mountains, large cities.
- Use maps to locate countries of Europe (including the location of Russia). Look at key physical/human characteristics, countries and major cities.
- Study maps to make assumptions about key topographical features for the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas, coasts and rivers.



PE

Prior learning: Year 3 - Keep possession of a ball. Identify and follow the rules of games. Choose and use simple tactics to suit different situations.

Competitive Games: Football and Netball

- Identify and follow the rules of games.
- Choose and use effective tactics to suit different situations.
- Use accurate passing technique and possession techniques in a game.
- Evaluate themselves and others, using a range of feedback for strengths and next steps to achieve their personal best.
- Communicate feedback effectively.



RE

Prior learning: Year 3 – Expressing joy – what does this mean to us? Being Thankful – what are we thankful for and why?

Expressing Joy

- Diwali – story and celebration
 - ➔ Are happiness and joy the same thing? When and where can people of faith show joy/happiness?
 - ➔ When and where can people from Hindu families show joy/happiness?
 - ➔ When and where can people from Hindu families find joy?

Being Thankful

- Harvest
- Naming ceremonies
- Parents as a gift
- Sacredness of cows
 - ➔ When and why do believers say “thank you” to God for food?
 - ➔ How and why do other traditions say thank you?
 - ➔ When and why do Christians say thank you to God for food?
 - ➔ How can they show thankfulness for food?
 - ➔ Why do believers say “Thank you” for parents and carers?



Music

Prior learning: Year 3 - Play a rhythmical pattern on an instrument clearly Beginning to show an awareness of volume and tempo when performing with others.

Clarinet, Violin and Drums

- Play a rhythmical melody on an instrument, exploring pitch.
- Adapting volume and tempo when performing with others.
- Improvise and compose simple rhythms using Y4 notes
- Listen to and repeat rhythms with a steady pulse using a rest.
- Crochets, minims, **semibreves**, stave and crotchet rests
- Know the duration of the Y4 notes
- Show appreciation for music, discussing how music makes us feel.
- Describe how a piece of music changes throughout using musical vocabulary:
 - Dynamics – **piano, forte**
 - Tempo – fast, moderate, slow
 - Timbre – gentle, harsh
- Listen and respond to a range of music, discussing how music has changed throughout history.

