

## Year 4 Overview Autumn 1: Journey

### English

**Prior Learning:** Year 3 – Using inverted commas to show speech. Introduction of descriptive devices. Using punctuation correctly, including capital letters, full stops, commas in a list, exclamation marks and question marks.

#### **Narrative** **Balanced argument**

#### **Grammar**

- Dialogue
- Onomatopoeia
- Metaphor and similes
- Expanded noun phrases
- Pathetic fallacy
- Adverbials
- Short sentences
- Alliteration

#### **Punctuation**

- Inverted commas
- Exclamation marks
- Commas after fronted adverbials
- Accurate use of punctuation previously taught

#### **Spellings**

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

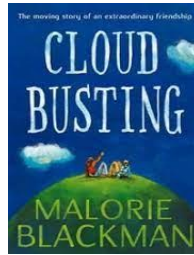
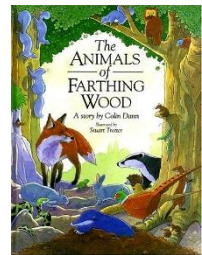
#### **Reading**

**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**



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

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**

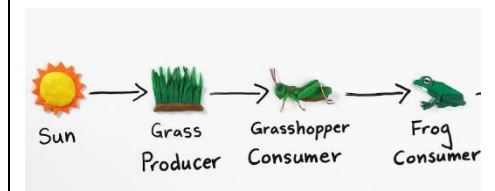
- Add and subtract 1s, 10s, 100s and 1,000s
- Add and subtract up to two 4-digit numbers with no exchange, one exchange and more than one exchange
- Estimating answers
- Checking strategies

### 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.

### The Internet

Recognising the internet as a network of networks including the www, and why we should evaluate online content.



Geography	PE	RE	Music
<p><b>Prior learning:</b> Year 3 - Year 3 – Investigation into the countries, cities and geographical features of the UK and their region</p> <p><b>My region and the South Aegean</b></p> <p><b>Key Question:</b> What are the similarities and differences between my region and the South Aegean, Greece?</p> <p><b>Substantive knowledge:</b> Locational Knowledge, Place Knowledge, Human Geography, Physical Geography</p> <ul style="list-style-type: none"> <li>➤ How is the world represented on maps and globes?</li> <li>➤ What are the key features of the UK and my region?</li> <li>➤ What are Europe’s human and physical features, including countries and capital cities?</li> <li>➤ What are Europe’s human and physical features, including countries and capital cities?</li> <li>➤ What are earthquakes, and how do they occur?</li> <li>➤ What are volcanoes, and how do they occur?</li> <li>➤ What are the key physical features of the South Aegean region, and how do they compare to my region?</li> <li>➤ What are the key settlements in the South Aegean region, and how do they compare to my region?</li> <li>➤ What are the similarities and differences between my region and the South Aegean region?</li> </ul>	<p><b>Prior learning:</b> Year 3 - Keep possession of a ball. Identify and follow the rules of games. Choose and use simple tactics to suit different situations.</p> <p><b>Competitive Games: Football and Netball</b></p> <ul style="list-style-type: none"> <li>➤ Identify and follow the rules of games.</li> <li>➤ Choose and use effective tactics to suit different situations.</li> <li>➤ Use accurate passing technique and possession techniques in a game.</li> <li>➤ Evaluate themselves and others, using a range of feedback for strengths and next steps to achieve their personal best.</li> <li>➤ Communicate feedback effectively.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p><b>Prior learning:</b> Year 3 – Expressing joy – what does this mean to us? Being Thankful – what are we thankful for and why?</p> <p><b>Expressing Joy</b></p> <ul style="list-style-type: none"> <li>➤ Diwali – story and celebration</li> </ul> <ul style="list-style-type: none"> <li>➔ Are happiness and joy the same thing? When and where can people of faith show joy/happiness?</li> <li>➔ When and where can people from Hindu families show joy/happiness?</li> <li>➔ When and where can people from Hindu families find joy?</li> </ul> <p><b>Being Thankful</b></p> <ul style="list-style-type: none"> <li>➤ Harvest</li> <li>➤ Naming ceremonies</li> <li>➤ Parents as a gift</li> <li>➤ Sacredness of cows</li> </ul> <ul style="list-style-type: none"> <li>➔ When and why do believers say “thank you” to God for food?</li> <li>➔ How and why do other traditions say thank you?</li> <li>➔ When and why do Christians say thank you to God for food?</li> <li>➔ How can they show thankfulness for food?</li> <li>➔ Why do believers say “Thank you” for parents and carers?</li> </ul> <div style="text-align: center;">  </div>	<p><b>Prior learning:</b> Year 3 - Play a rhythmical pattern on an instrument clearly Beginning to show an awareness of volume and tempo when performing with others.</p> <p><b>Clarinet, Violin and Drums</b></p> <ul style="list-style-type: none"> <li>➤ Play a rhythmical melody on an instrument, exploring pitch.</li> <li>➤ Adapting volume and tempo when performing with others.</li> <li>➤ Improvise and compose simple rhythms using Y4 notes</li> <li>➤ Listen to and repeat rhythms with a steady pulse using a rest.</li> <li>➤ Crochets, minims, <b>semibreves</b>, stave and crotchet rests</li> <li>➤ Know the duration of the Y4 notes</li> <li>➤ Show appreciation for music, discussing how music makes us feel.</li> <li>➤ Describe how a piece of music changes throughout using musical vocabulary:</li> </ul> <ul style="list-style-type: none"> <li>• Dynamics – <b>piano, forte</b></li> <li>• Tempo – fast, moderate, slow</li> <li>• Timbre – gentle, harsh</li> <li>➤ Listen and respond to a range of music, discussing how music has changed throughout history.</li> </ul> <div style="text-align: center;">  </div>