



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in
all its fullness!'** John 10:10
**'Achieving great things through
learning and growing together in a
love-filled Christian family'**

Year 4 Autumn 1 Curriculum Overview

English

Key Vocabulary

- **Novel as a theme** - Listen, Interpret, Discuss, Respond, Noun phrases, Fronted adverbials, Dialogue, Summarise, Plot, Dialogue, Genre
- **Poems with a structure** -Adjectives, Rhyme, Pattern, Verse, Structure, Vocabulary, Tone, Volume
- **Non-Chronological Reports** - Furthermore, Moreover, Also, In addition, Additionally, As well as.

Key Learning

- **Novel as a theme** - The Explorer : Listen to, read and discuss a range of fiction.Explain the meaning of key vocabulary within the context of the text. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.Make predictions based on information stated and implied.Create sentences with fronted adverbials for where. Use commas after fronted adverbials. Link ideas across paragraphs using fronted adverbials for when and where.Use apostrophes for singular and plural possession.Use different sentence structures.
- **Poems with a structure** - Generate and select from vocabulary banks.Proofread to check for errors in spelling, grammar and punctuation. Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation. Use appropriate intonation, tone and volume to present their writing to a range of audiences.Explain the meaning of key vocabulary within the context of the text. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. Recognise and analyse different forms of poetry.
- **Non-Chronological report -South America-Brazil** -Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.Analyse and evaluate how specific information is organised within a non-fiction text e.g.

text boxes, sub-headings, contents, bullet points, glossary, diagrams. Identify, select and use determiners e.g. a, the, this, that, these, those, some, many, every. Read and analyse non-fiction in order to plan and write their own. Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction. Discuss and record ideas for planning e.g. boxing-up text types to create a plan. Use paragraphs to organise writing in non-fiction texts. Use organisational devices in nonfiction writing, e.g. captions, text boxes, diagram, lists.

Maths

Key Vocabulary

- **Place value-** Place value digit numeral thousands hundreds tens ones less fewer greater more compare
- **Addition and Subtraction** - column addition add total plus sum more altogether column subtraction difference subtract less take away minus mentally, orally exchange estimate solve problems number facts inverse

Key Learning

- **Place Value -4 digit numbers-** Represent/partition numbers to 1000, Number lines to 100, Represent/partition numbers to 10,000, Find 1, 10, 100, 1,000 more or less, Number line to 10,000, Estimate on a number line to 10,000, Compare numbers to 10,000, Order numbers to 10,000
- **Addition and Subtraction** - Add and subtract 1s, 10s, 100s and 1,000s, Add up to two 4-digit numbers – no exchange, Add two 4-digit numbers – one exchange, Add two 4-digit numbers – more than one exchange, Subtract two 4-digit numbers – no exchange, Subtract two 4-digit numbers – one exchange, Subtract two 4-digit numbers – more than one exchange, Efficient subtraction

Religious Education (RE)

Key Vocabulary

Son of God, authority, miracle, Sabbath/Shabbat and Pharisees

Key Learning

- **Jesus the Son of God** - Pupils will develop a deeper understanding of Jesus, who he was, his teaching and behaviour. They will study events covered in stories from the Bible and use these to illustrate and emphasise that Jesus is the Son of God; that he

was born both God and man.

Science

Key Vocabulary

- Habitat, adapted, microhabitat, camouflage, conditions, coastal, environment, climate, grassland, exposure, species, invertebrate, vertebrate, characteristics, classify, organism, identify, criteria, classification key, sub-group, region, blubber, oxygenised, non-flowering plant, ecosystem, pond dipping.

Key Learning

- Living things and their habitats** - Children will learn how to: recognise that living things can be grouped in a variety of ways; and explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Geography

Key Vocabulary

- Amazon Basin, Bolivia, Brazil, Ecuador, equatorial, Peru, tributary, Tropic of Cancer, Venezuela, biodiverse, biome, ecosystem, food chain, humidity, river basin, deforestation, poverty, photosynthesis, capital, trade, urban, capital, settlement

Key Learning -

- South America-Amazon** - Locate the Amazon on a map and consider the significance of its location. Describe the importance of the Amazon Basin and Rainforest. Understand some of the threats to the Amazon and why they matter. Understand some of the main human and physical features of Manaus. To compare the Amazon Basin with South East Brazil and the children's home area. Share knowledge and understanding of the Amazon Basin.

Art and Design

Key Vocabulary

- Artist, Curator, exhibition, gallery, evaluate, analyse, craft, design, historical/cultural development, carve, sculpture, technique, architects, observe, review, texture, line, shape, form, space.

Key Learning

- **Art and Design Skills** - Produce creative work, exploring their ideas and recording their experiences. Evaluate and analyse creative works using the language of art, craft and design. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form. Improve their mastery of art and design techniques, including drawing, painting and sculpture. To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay. About great artists, architects and designers in history. To develop a wide range of Art and design techniques in using colour, pattern, texture, line, shape, form and space.

Physical Education (PE)

Key Vocabulary

- **Handball** - Passing – not set style of passing but must be one handed i.e. shoulder, bounce, side (wrist) Dribbling – used infrequently – only using one hand with a continuous bounce ideally if no defenders in front of you. Outwit – use of passes and movement to get the ball past an opponent. Positions - set places for each player – all players defend and all players attack. Centre Pass – must be passed to one of your own players. Restarts – Goalkeeper starts with the ball if attackers throw it out or the last touch is off the goalkeeper.
- **Boccia** - Ramp / assistive device: The equipment used by BC3 athletes to propel the ball onto court. Court: The field of play. Line: Play a shot to a particular direction. Pace: Play a shot with a particular speed. Shot Type: Different types of shots with different intentions and uses. LUP: A placement shot. It is a shot played to deliver a ball in a specific area. KON or knock on: A shot in which the player pushes own ball closer into a target area e.g. jack ball or scoring space. KOFF or knock off: A shot in which the player pushes opposition ball away from the specific target. INOFF or ricochet: A shot played to rebound off a ball into a scoring zone. LOB: An aerial shot played to move a target ball by attacking over a ball. Pace and Space: Playing a shot without a target ball.

Key Learning -

- **Invasion Games- Handball** - To learn key skills and practice in order to play handball
- **Invasion Games -Boccia** - To learn key skills and practice key skills to play boccia

Personal, Social and Health Education (PSHE)

Key Vocabulary

- Self-esteem, self-worth, personal qualities, goal setting, managing setbacks, individuality, achievements, personal attributes, strengths, skills, interests, mistakes, reframe, positive mindset

Key Learning

- **Health and Wellbeing-What strengths, skills and interests do we have?** - how to recognise personal qualities and individuality. To develop self-worth by identifying positive things about themselves and their achievements. How their personal attributes, strengths, skills and interests contribute to self esteem. How to set goals. How to manage when there are setbacks, learn from mistakes and promote a more positive mindset

Computing

Key Vocabulary

- Genre; Dance (music); House (music); Dubstep (music); Drum and Bass (music); Drum Machine; BPM (Beats per minute); Synthesisers.

Key Learning

- **iJam** - Students will look at genre-specific music in more depth. This genre will be Dance music. They will learn; the characteristics of 3 sub genres within Dance Music; the importance of BPM; how to beat match samples; how to beat match self-composed melodies, and how to compose in a certain style.

Music

Key Vocabulary

- Singing, Vocals, Round, Timing, Tone, Conductor, Melody, Harmony, Range, Vocal Register, Bass Baritone, Tenor, Alto, Soprano, Vocal Fry, Falsetto, Whispering, Whistling.

Key Learning

- **Singing** - Pupils will know how to sing in rounds and create very simple harmonies. Pupils will understand the role a conductor

plays and why they are needed. Pupils will also know their own vocal range classification and be able to sing their range from Fry to the top.

French

Key Vocabulary

- un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent, 'Quelle heure est-il?', 'Il est deux heures/et quart/et demie/moins le quart', du matin, de l'après-midi, du soir, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, au printemps, en été, en automne, en hiver, 'Quelle est la date de ton anniversaire?', 'Mon anniversaire c'est le...', ça va ?, génial, affreux, bonsoir, bonne nuit, midi, minuit, l'horloge digital, à quelle heure tu te lèves ?, je me lève à

Key Learning

- Revising numbers and telling the time** - Pupils will learn how to tell the time. They will learn to tell the hour and minutes past the hour. Pupils will also revise numbers, days of the week, months and seasons. Pupils will use this information to ask and answer when their birthday is. Pupils will start to apply times to their daily activities by asking and answering at what time they get up.

Reminders and Homework

Homework in Year 4 will consist of reading at least three times per week at home, learning spellings and revising times tables. Please can all parents/carers ensure that the school reading records are signed, dated and page numbers added, so that when following up in class, we know where the children are up to.

Reading books can be changed when the children have completed their books and they will be reminded in class to complete the book change sheet on a daily basis. We aim to check records 2-3 times a week to ensure consistency.

Spellings will continue to be given out on a Monday. These can be revised by completing the spelling log at home, alongside the input in class that we do every day to ensure understanding of spelling patterns etc. If you misplace spellings, please see our class

dojo page as these will be posted at the beginning of each new week. Please encourage your child to practise their times tables regularly on TTRockstars/Purple Mash.

Our PE days for this half term will be on a Tuesday and a Friday.

All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery must not be worn in school either.