



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

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. (Children can sign their own reading records but parents/carers **MUST** also do so at least once per week (Thursday - Thursday)).

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.

Spellings will be given out on a Friday. 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 end of each new week.

Please also ensure your child practises their times tables three or more times per week on Times Tables Rockstars . This will also be checked Thursday - Thursday. Some children will be asked to complete a Times Table Intervention in school if this cannot be completed at home. The official government multiplication check will take place in June 2027, which is the first week back after the May/June half term.

Our PE days for this half term will be on a Monday and a Thursday. 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.

English

Vehicle Text - Leon and the Place Between

Narrative Outcome: Portal Narrative Purpose: To narrate

Non-fiction Outcome: Persuasive Magic Show Report Purpose: To persuade

Key Vocabulary

Enigmatic: Mysterious, puzzling, or difficult to understand (often describing Abdul Kazam). **Solemn:** Serious, calm, and without any humor. **Mesmerise:** To hold someone's attention so completely that they cannot look away. **Mystify:** To utterly bewilder or surprise someone through magic or puzzling events. **Mechanical:** Operating like a machine; stiff or rigid in movement. **Pounding:** Striking or beating heavily and repeatedly (like a heartbeat or drum). **Beckoned:** To make a gesture with the hand, arm, or head to encourage someone to come nearer. **Summon:** To authoritatively or magically call someone or something to a specific place. **Edging:** Moving slowly and carefully in a particular direction. **Disappear:** To cease to be visible; vanishing into the Place Between. **Transported:** Carried or taken from one place to another entirely new world

Key Learning

- Word level: Verb inflections ('we were' instead of 'we was').
- Sentence level: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials.
- Text level: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme Using the present perfect form of verbs in contrast to the simple past
- Punctuation level: Inverted commas and other punctuation to indicate direct speech Using commas after fronted adverbials.

Maths

Key Vocabulary

- **Place value-** Place value digit numeral thousands hundreds tens ones less fewer greater more compare
- **Statistics** - data, survey, tally, pictogram, bar chart, line graph, table, frequency, compare, axis, scale, interval, label
- **Addition & Subtraction** - add, addition: plus (+): The symbol for addition. total, sum: increase, near double: Add, Place value column addition. minus (-) take away: difference, difference between: decrease, decreased by: fewer, fewer than: less than: column subtraction: exchange

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
- **Statistics** - interpreting and presenting data using pictograms, tables, and scaled bar charts, and answering one-step and two-step questions (e.g., "How many more?") based on this data, interpret and present discrete and continuous data using appropriate graphical methods like bar charts and time graphs (line graphs), and solve comparison, sum, and difference problems using various graphical representations.
- **Addition & Subtraction** - adding and subtracting 3-digit numbers using formal methods, performing mental calculations, estimating answers, using the inverse operation to check work, and solving simple problems. Pupils build on this by adding and subtracting up to 4-digit numbers with formal methods, continuing to estimate and use the inverse, and solving two-step addition and subtraction problems in various contexts.

Religious Education (RE)

Key Vocabulary

- Pray, prayer, collect

Key Learning

- ensure that the children know that prayer is a way of communicating with God.
- ensure that pupils know that believers across all World Faiths pray in many similar and different ways.

- introduce pupils to the religious artefacts and actions associated with the practice of prayer.
- ensure that pupils know that Christians believe that God listens and responds.

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

- Abstract, bending, carving, ceramics, form, joining, organic, recycled, sculpture, surface, three-dimensional (3D), twisting, two-dimensional (2D), wire

Key Learning

- **Sculpture & 3D: Mega Materials** - to try drawing in an unfamiliar way and take risks in their work. Use familiar shapes to create simple 3D drawings and describe the shapes they use. Draw a simple design with consideration for how its shape could be cut from soap. Transfer a drawn idea successfully to a soap carving. Make informed choices about their use of tools. Successfully bend wire to follow a simple template, adding details for stability and aesthetics. Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. Show they are considering alternative ways to display their sculpture when photographing it. Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. Describe how their work has been influenced by the work of El Anatsui.

Physical Education (PE)

Key Vocabulary

- **Gymnastics** - Sequence. Fluently. Control. Freeze. Level. Mobilise. Counterbalance: A partner balance where two gymnasts pull away from each other using opposing force and physical contact to remain stable. Centre of Gravity: Understanding where the central point of body weight is distributed to maintain stability on physical points of contact. Point Balances: Executing stable holds using explicit numbers of contact points (e.g., 1, 2, 3, or 4-point balances) Matching and Contrasting: Partner work where gymnasts either mirror the exact same shapes or create complementary opposite shapes
- **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- Gymnastics** - To learn key skills and practice in order to
- **Invasion Games -Boccia** - To learn key skills and practice key skills to play boccia

Personal, Social and Health Education (PSHE)

Key Vocabulary

- ignored delighted teasing calm confident feelings compromise body language emotions frightened excluded collaborate pressure bullying joyful excited respectful scared alone worried lonely

Key Learning

- Recognising Feelings: Can you tell how someone is feeling by looking at them? How? What is body language? What body language tells you that a person is worried? How? Are all feelings shown by body language?
- Bullying: What is the difference between bullying and teasing? What can someone do to help themselves if someone upsets them or is bullying them? How can you help someone else who is upset? Can you help someone who is being bullied? How? Assertive Skills What is being assertive? Are there different ways to be assertive? How? When would someone need to be assertive? Why?

Computing

Key Vocabulary

- AI (Artificial Intelligence), Machine Learning, Data, Chatbot, Eliza (the 1st Chatbot), Sophia (The First Humanoid), Humanoid, Prompts, Scraping.

Key Learning

- **Intelligence** - Pupils will explore the big question for the half term: "Can computers think?" They will learn about the different generations of artificial intelligence and how it has developed into the technology we know today. Pupils will examine the role of AI in their everyday lives, often used without them even realising, and reflect on whether they believe AI is a positive or negative force in society. In addition, they will gain an understanding of how AI is coded and begin to use similar functions to create their own basic AI systems.

Music

Key Vocabulary

- Boomwhackers, Pitch, Solfège, Rhythm, Notation, Stave, Quavers, Crotchet, Minims, Octavator, Octaves, Two-part harmony, Melody.

Key Learning

- To have gained a greater understanding of Boomwhacker instrumentation and to know its background. Students will also be able to perform a number of different skills on the instrument and play a number of songs.

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-vingt, quatre-vingt-dix, cent,
- 'Comment vas-tu?', 'Fantastique', 'Très bien', 'Bien', 'Comme ci comme ça', 'Mal, Très mal, Terrible',
- lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, 'Quelle est la date aujourd'hui?', 'Aujourd'hui c'est le __ __', 'Quand est ton anniversaire?', 'Mon anniversaire est le __ __', 'Quelle heure est-il? ', 'Il est__heure', 'Il est ____ heures ', l'horloge, analogique, numérique, l'heure, les minutes, 'Quel âge as-tu?', 'J'ai __ ans', matin, après-midi, nuit, tôt le matin/du matin,
- matières, musique, anglais, espagnol, sciences, géographie, histoire, mathématiques, art, informatique, éducation physique, religion, technologie, 'Quelle heure as-tu ____?', 'J'ai __ à ____ heure(s)'

Key Learning

- **Numbers, Time & School Subjects** - Pupils will learn how to tell the time. They will learn to tell the hour using analogue clocks and minutes past the hour using digital clocks, as well as saying the parts of the day when using a 12-hour clock. Pupils will also revise numbers, days of the week and months. Pupils will use this information to ask and answer when their birthday is and what date today is. Pupils will start to apply times to talk about their school timetable regarding what time they have different school subjects.