



# 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 2 2024 Curriculum Overview

### English

#### Key Vocabulary

- Narrative - narrative; story; title; orientation; complication; events; climax; resolution; setting; time; place; characters; appearance; personality; mood; plot; tension; suspense; viewpoint; descriptive language; paragraphs; direct speech
- Recounts - diary entry - First person; past tense; chronological order; description; diary style; features; vocabulary choices; instructions; paragraphs; edit; improve; self reflection; colloquial language

#### Key Learning

- **Narrative** - Escape From Pompeii - Read the story with historical setting;. Identify the details in the text that describe characters and setting and discuss the similarities to and differences from children's own experience; Select a character; Discuss own response to the character and way that author achieves this. Write a character sketch using evidence from the text; Discuss how differences in time and place are represented; Map the stages in stories read and discuss the passing of time. Relate to organisation of paragraphs and key phrases, for example 'The next moment...', 'Minutes ticked by...', 'Some weeks later...'; Identify events that are skimmed and those told in more depth; Present a historical setting familiar to the children (e.g. linked with period studied in history). Support children as they plan and tell a story, for example first person account of a child caught up in a historical event; Children write their own short story set in the past via innovation of character and setting; Demonstrate and support within each section of the text and edit to uplevel pieces.
- **Recounts - diary entry** - A Day in the Life of a Roman Soldier - Key Learning: Identify key features of recount writing; Use teacher's example of a diary to identify the key features; Propose changes to vocabulary to improve consistency

-Past/present tense and first/third person tasks; Organise writing in chronological order; Write instructions linked to using chronological order; Organise writing into paragraphs (write as character from story); Evaluate and edit by peer assessment, proposing changes; Edit and improve diaries; Plan a recount in the form of a diary; Plan for each paragraph; Write a recount in the form of a diary

## Maths

### Key Vocabulary

- 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
- Measurement - area;measure; calculate; perimeter; millimetres; centimetres; metres; kilometres; diameter; rectilinear; surface
- Multiplication and Division - multiply; divide; measure; calculate; solve; factor pairs; decimals; partitioning; formal methods; check; accuracy; problem; remainders; integers.

### Key Learning

- **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
- **Measurement - area** -Measure and calculate the perimeter of a rectilinear figure(including squares) in centimetres and metres; Know area is a measure of surface within a given boundary; Find the area of rectilinear shapes by counting squares
- **Multiplication and Division** - Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method); Recognise and use factor pairs and commutativity in mental calculations; Recall multiplication and division facts for multiplication tables up to  $12 \times 12$ ; Use partitioning to double or halve any number, including decimals to one decimal place; Use place value, known and derived facts to multiply and divide mentally, including:- multiplying by 0 and 1- dividing by 1- multiplying together three numbers; Multiply two-digit and three-digit numbers by a one-digit number using formal written layout; Divide numbers

up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context; Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy; Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, division (including interpreting remainders), integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

## Religious Education (RE)

### Key Vocabulary

- Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation, Dreidel, Hanukkah, Hanukiah, Jerusalem, Temple.

### Key Learning

- **Christmas - Light** - Pupils will understand and explore the Christian belief that Jesus is the 'Light of the World'. They will explore the multi-faceted metaphor of bringing light into people's lives.

## Science

### Key Vocabulary

- Small intestine, digestive system, oesophagus, large intestine, stomach, liver, peristalsis, saliva, absorb, gall bladder, jaw, gum, incisors, canines, molars, plaque, tooth decay, enamel, cavity, fluoride, producer, consumer, predator, prey, ecosystem, food web, tundra, hide, interdependence, threatened.

### Key Learning

- **Animals including humans** - Children will learn how to: 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; and finally, construct and interpret a variety of food chains, identifying producers, predators and prey.

## History

### Key Vocabulary

- Conquer, conquest, empire, emperor, frontier, govern, invade, invasion, legion, province, raid, rebellion, ruler, slave, tax, temple, tribal, tribe, trade, villa, worship, worshipped.

### Key Learning -

- **The Roman Empire and impact on Britain** - Children will be able to: explain why Claudius invaded Britain when Caesar didn't stay; describe how Boudica stood up to the Romans; explain why we have different interpretations about Boudica today; describe 4 of the most significant changes the Romans made to how people lived and how we know for sure; explain why Romans were so powerful but then left Britain after nearly 400 years; describe the main ways in which the Romans still impact on our lives today, 2000 years later.

## Design and Technology

### Key Vocabulary

- Analyse; explore; fabric, sewing; skills; stockings; design; research; develop; criteria; innovative; functional; appeal; product; annotate; sketch; prototype; pattern; diagram; cutting; shaping; construct; materials; product.

### Key Learning

**Textiles - Christmas Stockings** - To explore and analyse existing products; To explore different ways to join fabric using sewing skills; To begin to add decoration to fronts of stockings e.g. bells/ribbon/felt; use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities; investigate and analyse a range of existing products; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

## Physical Education (PE)

### Key Vocabulary

- Gymnastics - travelling; balance; support; combine; jump, roll, action; plan; perform; sequence; arabesque.
- Dance - travelling; character; varied; pathways; planned pathway; create; sequence; link; performance; character skills; explore; qualities

### Key Learning -

- **Gymnastics 1-** To demonstrate travelling actions on feet and hands and feet; To show balances in front and back support positions; To demonstrate the dish and arch shape; To combine travelling, jumping and balancing actions. To demonstrate basic rolling actions; Plan and perform a simple sequence to include travel, rolling, and jumping; To demonstrate balance on one foot and arabesque; Plan and perform a simple sequence to include travel, rolling, balance and jumping; To create and demonstrate a gymnastics sequence of 6 actions. To teach a sequence to a partner and make simple assessments of the quality of their performance. To show a sequence of six moves that meets Level 1 competition criteria.
- **Dance -Myths and Legends -** Select travelling actions to convey different characters, along varied pathways; To use a range of travelling steps following a planned pathway; To create a sequence with a partner; To link sequences together; To create a mirrored sequence with a partner that tells a story; To explore the qualities of different characters; To create a full performance from both of the sequences made and demonstrate strong character skills throughout.

## Personal, Social and Health Education (PSHE)

### Key Vocabulary

- challenge; labelled; confidence; stereotype; negotiate; unique; positive; compromise; label; prejudice; differences; invade; similarities; respect
- **Valuing Difference** -Recognising and Celebrating Difference (Incl Religions and Cultural Difference)  
How are people different, besides how they look? Does being different cause problems? Why?  
Can people being different be positive? Why? Understanding and Challenging Stereotypes How do we label people?  
Why do we label people? What is a stereotype? How does someone feel if they have been labelled?

Does labelling someone change them or affect them? Why is it important to challenge stereotyping?

## Computing

### Key Vocabulary

- Programming; Swift; Blockly; Algorithm; Function; Variable; Random; Repeat; Computational Thinking; Decompose, Pattern; Abstraction; Conditional

### Key Learning

- **iProgram** - Pupils will learn how to understand each function and if they combine many of the functions, they can create a bigger, more powerful algorithm for many uses. They will learn about different types of functions and their role in an algorithm.

## Music

### Key Vocabulary

- Bateria, Rhythm, Samba, Brazil, Portuguese, Olá, Começar, Pare, Surdo, Agogo, Repinique, Tambourim, Beater, Break, Groove, Conductor.

### Key Learning

- **Samba Drumming** - Students are taught the basic individual strokes used when playing the various Samba drums and percussion and are encouraged to put these together to play rhythms of varying complexity. Students will learn the importance of keeping time whilst playing as part of a group as well as the role each instrument plays within the Samba ensemble. Participants will learn and develop intermediate and advanced musical skills that can be applied to other instruments and musical activities.

## French

### Key Vocabulary

- le visage, les oreilles, les yeux, le nez, la bouche, les dents, les cheveux, la tête, le bras, la jambe, la main, le pied,

l'estomac/le ventre, la tête, le genou, les épaules, 'Où as-tu mal?', 'J'ai mal', 'Comment ça va?', ça va bien/ mal, j'ai la varicelle, j'ai mal partout, je suis malade, j'ai de la fièvre, je suis enrhumé, je suis fatigué(e), j'ai chaud, j'ai froid, j'ai envie de vomir, je tousse, allez à la pharmacie, allez chez le dentiste, prenez de sirop, sucez des pastilles pour la gorge, restez au chaud, prenez de l'aspirine, mettez un pull, restez au lit

### **Key Learning**

- **Body parts and feeling unwell** - Pupils will learn the vocabulary for different parts of the body through games and songs. Pupils will practise the conjugations of the verb 'to have' in the context of talking about having body parts. Pupils will learn how to say what specific body parts hurt. Pupils will also revise and use previously learnt vocabulary such as numbers, colours, and the alphabet.

## **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 continue to 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 encourage your child to practise their times tables regularly on Purple Mash through the To Do's.

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

