



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 non-fiction 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
- **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.
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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

- 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

- Verse, Chorus, Structure, Rhyme, Soundtrack, Theme, Musical, Couplet, Alternate, Melody, Brief.

Key Learning

- **Songwriting with Glockenspiels** - Pupils will explore musical components by composing music to create a specific mood – this will be done through composing to a short, animated clip. Pupils will create music using graphic scores and create their own graphic scores for others to play. Pupils will be taught to create keys for their scores and choose to use one or not, so others can interpret their music the correct way or leave their piece open to interpretation. Pupils will compose music on their instruments in pairs, as well as working on whole class compositions.

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 asking and answering at what time they have different school subjects.

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 using Purple Mash. 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. If children are signing the records themselves, please can adults check this on a Thursday and sign accordingly.

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 once or twice a week to ensure consistency.

Spellings will be given out on a Friday and tested the following Thursday (starting the third week back). These should be revised by the children completing the spelling log at home in neat handwriting, 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 week. Please encourage your child to practise their times tables regularly on Purple Mash. We will send out more information about where to find times tables within the first few weeks of this term.

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. If children have had their ears pierced, they must wear retainers instead of studs.

