



# 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 begin listening to a variety of popular dance music styles and analysing key elements that distinguish one genre from another. These findings will then be applied when students create a short composition in their chosen genre. Elements such as dynamics and pitch will be explored and applied to the compositions. The concept of the 'Audio Spectrum' will be introduced and participants will begin to use stereo-panning and level controls to improve their music's balance and texture.

## Music

### Key Vocabulary

- Ukulele, Strings, Vibration, Frequency, Stave Notation, Strumming, Tablature, Major, Minor, Chord Chart, Rhythm, Lead.

### Key Learning

- **Ukulele** - Pupils will learn the unique features of this string instrument and be taught how to play one. Different playing techniques such as plucking and strumming will be covered, and pupils will be able to hold down the strings to create multiple different pitches. They will also learn how to read tablature music and using that play some popular pieces of music and songs.

## French

### Key Vocabulary

- salut, bonjour, bonsoir, bonne nuit, au revoir, à bientôt, Monsieur, Madame, Mademoiselle, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, s'il vous plaît, merci, oui, non, 'C'est combien?', 'C'est ... euro(s)', 'Comment t'appelles tu?', 'Je m'appelle...', 'Quel âge as-tu?', 'J'ai ... ans', 'Comment ça va?', 'Ça va?', 'Fantastique, ça va très bien, ça va bien, comme-ci comme-ça, ça va mal, ça va très mal', 'Où habites-tu?', 'J'habite dans/en ...', une maison, un appartement, une ferme, un château, une caravane, un bateau, Espagne, Angleterre, Écosse, Irlande, France, Italie, Portugal, Pays de Galles, 'D'où viens-tu?', 'Je viens de ...', 'Combien?', 'Il y a...'

### Key Learning

- **Greetings and numbers** - Pupils will learn basic greetings and gain an understanding of the numbers 1-10. They will learn how to ask and answer a range of questions about their personal information such as what their name is and where they live, in order to take part in role-playing activities and a number of games. Pupils will be encouraged to start writing and speaking consistently in full sentences.

## 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 Times Tables Rockstars. 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.

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 (from the second week back). 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 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.