

**Year 4**  
**Autumn Term 2015**  
**Curriculum Overview**

<b>Subject</b>	<b>Autumn Term</b>	
<b>RE</b>	<p style="text-align: center;"><b>Unit A</b> <b>Creation and the stories of Abraham-Joseph</b></p> <p>I know the stories of creation, Abraham and Isaac, Jacob and Joseph from the Old Testament. I know that human beings were made in the image and likeness of God and that we are all special. I know that God called and protected both Abraham and Isaac.</p> <p style="text-align: center;"><b>Unit B</b> <b>Jesus teaches us to pray</b></p> <p>I know that Jesus prayed to God the Father and I can recognise some prayers he learned growing up. I know that Jesus grew up as a Jew. I can explain why it is important to call and to pray to God the Father. I know some of the traditional prayers of the church. I know the prayer of the Rosary.</p>	<p style="text-align: center;"><b>Unit F</b> <b>Old Testament Moses- David</b></p> <p>I know that God chose Moses and David to do special things. I know that God protected His people. I know what the Oil of Chrism symbolises. I am able to recall in words, actions and writing the stories covered in this unit.</p> <p style="text-align: center;"><b>Unit C</b> <b>Advent</b></p> <p>I know that Jesus came from the house of David and how these people loved God. I know some stories about Jesus' ancestors and how God was important to them. I know some symbols on the Jesse Tree.</p>
<b>Literacy Writing genres</b>	<p><b>Newspapers</b> – linked in with the topic of the Tudors (History). They will explore the features of a newspaper such as headlines, by lines, opening paragraphs that use the five W's, how to construct the main body of the story, give an opinion and write an eye witness account.</p> <p><b>Stories with an Historical Setting</b> - linked to the Tudor topic the children will write an adventure story that has: a problem and resolution, paragraphs and/or chapters with connectives to signal time, sequence or place, descriptions of typical setting and characters and written dialogue that moves the plot on.</p> <p><b>Instructional texts</b> -. The children will write an instructional text. They will look at instructional features such as time connectives, commands, writing in chronological order and an equipment list.</p>	<p><b>Stories set in Imaginary Worlds</b> – children will plan and write a story set in imaginary worlds that will include: key features and structure of texts with imaginary settings, introduction, build-up, conflict/climax, resolution, varied sentence structure, paragraphs to organise ideas and cohesion within and between paragraphs.</p> <p><b>Play scripts</b> – linked to the topic on the Tudors and William Shakespeare. The children having explored myths, legends and fables will develop their ideas into play scripts. They will explore the features of a play script such as dialogue, stage directions, scenes, acts.</p> <p><b>Poetry</b> – the children will explore rhyming and shape poetry further this term based on the work of various poets. They will look at different styles of poetry and the features of these.</p>
<b>Numeracy</b>	<p>Children will look at place value and will be able to recognise the place value in four digit numbers. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Children will use these methods to solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Children will read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one</p>	

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	hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Children will continue to recall the multiplication and division facts for the times tables up to 12 x 12.	
<b>Science</b>	<p><b>Living Things and Their Habitats</b> To explore different habitats: their conditions, the animals and plants that live there. To use keys to group a variety of living things into different groups. To look at food chains and establish the transfer of energy in the food chain. Look at what will affect habitats and cause change in habitats and ways we can look after them.</p>	<p><b>Animals Including Humans</b> Find out about food groups and healthy balanced diets. Study the human digestive system and how food is transported around the body. Compare diets of herbivores, carnivores and omnivores. Investigate teeth and what causes decay. Look closely at food chains/webs and apply the terms, predator, prey and producer.</p>
<b>Computing</b>	<p><b>Toy Designers</b> In this unit the children will work together to design a simple toy that includes sensors and outputs and then create an onscreen prototype of their toy in Scratch.</p>	<p><b>Software developing</b> In this unit the children will analyse educational computer games and identify those features that make a successful game. Then they will plan and design a game and create a working prototype</p>
<b>Topic (History Geography)</b>	<p><b>Tudors</b> In this topic children will learn about what life was like in the Tudor times. They will look at the monarchs during the era and what they were like. Children will research what life was like at school for Tudor children and make comparisons with what school is like for them today.</p>	
<b>D / T</b>	<p><b>Habitats</b> Textiles Design and sew an applique picture based on animals in their habitats. Use ICT to research images.</p>	
<b>PSHE</b>	<p><b>Dotcom Scheme</b> This term the children will be identifying people they could talk with if they were feeling worried, making decisions that respect that 'we all have the right to feel safe all the time', talk and write about respectful behaviour and identify people whose job it is to help other people and keep people physically safe. They will be able to identify environments that feel safe and unsafe as well as things that can be introduced to help places feel and be safer.</p>	
<b>Art</b>	<p><b>Tudors</b> Painting/Drawing: Portraits based on those from the Tudor period and on observation of each other Line and Tone: Use a variety of media to explore different effects. Explore problem of shapes not standing out as too close in tone. Famous Artists: Explore the work of portrait painters eg: Hans Holbein.</p>	
<b>PE</b>	<p><b>Teambuilding and Fitness games</b> Taught by Mr Collins.</p>	<p><b>Hockey</b> Taught by Mr Collins.</p>
<b>Music</b>	<p><b>Taught by</b> Ms J Davis</p>	
<b>Spanish</b>	<p><b>Taught by Mrs Dormi</b> Learning the numbers from 40-100. Children will learn to say when their birthdays are and how to say the full date. They will learn the names for classroom supplies and how to ask each other to borrow something. Children will look at a typical Spanish breakfast and how to say the foods on the menu; they will also learn to ask for the bill.</p>	