Y4 Curriculum Autumn Term Cycle 2

As readers and writers we will:

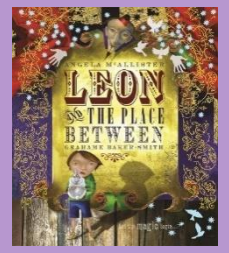
Study 'Gorilla' by Anthony Brown and use this text to learn to:

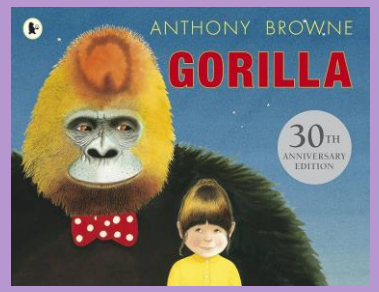
- Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Use present and past tenses consistently and correctly
- Use progressive forms of verbs
- Use expanded noun phrases
- Use prepositions, conjunctions and adverbs to express time, place and cause
- Group related ideas into paragraphs

Study 'Leon and the place between' by Angela McAllister and use this to learn to:

- Use punctuation at Y2 standard correctly
- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Use present and past tenses consistently and correctly
- Use noun phrases and prepositions to add detail
- Group related ideas into paragraphs.
- Develop character and setting
- Use conjunctions to express time, place and cause
- Build an increasing range of sentence structure

Book we will read together:





As a linguist users we will:

- Recall the numbers one to six in French, with generally accurate pronunciation, in particular vowel and combination sounds ('un', 'eu', 'oi', and 'in').
- Join in with a song using actions.
- Respond to numbers by showing fingers or ticking on whiteboards.
- Ask and answer a question about their age.
- Recognise number words.
- Listen carefully and relate sounds to written phonemes.
- Recall numbers one to twelve with increasingly accurate pronunciation.

As mathematicians we will:

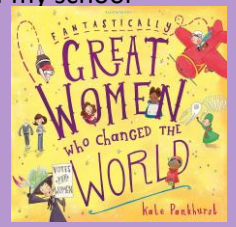
- Represent numbers to 1,000
- Number line to 1,000
- Flexible partitioning of numbers to 10,000
- Find 1, 10, 100, 1,000 more or less
- Round to the nearest 10, 100 or 1,000
- Roman numerals
- Add and subtract 1s, 10s, 100s and 1,000s
- Add up to two 4-digit numbers – no exchange
- Add two 4-digit numbers – one exchange
- Add two 4-digit numbers – more than one exchange
- Efficient subtraction
- Multiples of 3
- Multiply and divide by 6
- 6 times-table and division facts
- Multiply and divide by 9
- The 3, 6 and 9 times-tables
- Multiply and divide by 7
- 11 times-table and division facts
- 12 times-table and division facts

As computer users we will:

- Use comments to suggest changes to a document and understand how to resolve comments.
- Use a variety of different slide styles to convey information
- Create a Google Form with a range of different questions types that will provide different types of answers
- Export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers.
- Understand how to create a simple script in Scratch.
- Add or change a sprite and prevent it from rotating.
- Use decomposition to identify key features and understand how to decipher actions that make the quiz game work.
- Understand what a variable is and how to use the 'say' and 'ask' blocks.
- Create a variable and be able to use a variable to record a score.

As citizens we will we will explore:

- I understand my rights and responsibilities as a citizen of my country and as a member of my school



In PE we will:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns

As designers we will:

- Draw and label a simple castle that includes the most common features.
- Recognise that a castle is made up of multiple 3D shapes.
- Design a castle with key features which satisfy a given purpose.
- Score or cut along lines on the net of a 2D shape.
- Use glue to securely assemble geometric shapes.
- Utilise skills to build a complex structure from simple geometric shapes.
- Evaluate their work by answering simple questions.

As musicians we will:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

As artists we will:

- Know the difference between organic and geometric shapes.
- Use simple shapes to form the basis of a detailed drawing.
- Use shading to demonstrate a sense of light and dark in their work.
- Shade with a reasonable degree of accuracy and skill.
- Blend tones smoothly and follow the four shading rules.
- Collect a varied range of textures using frottage.
- Use tools competently, being willing to experiment.
- Generate ideas mostly independently and make decisions to compose an interesting frottage image.
- Make considered cuts and tears to create their ideas.
- Understand how to apply tone, with some guidance about where to use it.
- Draw a framed selection of an image onto a large scale with some guidance.

Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

As scientists we will:

- Label organs found in the digestive system and describe their function.
- Describe the functions of the four different types of adult teeth
- Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush.
- Produce a food chain that begins with a plant and has arrows that move up the food chain.
- Define a producer, predator and prey and identify examples in food chains.
- Describe digestion, teeth and diets when talking about the observed poo clues.
- Recall a range of electrical appliances and classify them as mains or battery-powered.
- Explain why something is either mains or battery-powered.
- Explain how to test if a circuit works and identify when simple electric circuits will work.
- Identify symbols for open and closed switches.
- Predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking and completing a circuit.
- Describe that a material is a good electrical conductor when it is added to an electric circuit and the bulb lights.
- Describe that a material is a good electrical insulator when it is added to an electric circuit and the bulb does not light.
- Explain that the bulbs will be dimmer when more are added to a circuit, as less energy is transferred to each of them.

As geographers we will:

- Identify that different foods grow in different biomes and say why.
- Explain which food has the most significant negative impact on the environment.
- Consider a change people can make to reduce the negative impact of food production.
- Describe the intentions around trading responsibly.
- Explain that food imports can be both helpful and harmful.
- Describe the journey of a cocoa bean.
- Locate countries on a blank world map using an atlas.
- Use a scale bar correctly to measure approximate distances.
- Collect data through an interview process.
- Analyse interview responses to answer an enquiry question.
- Discuss any trends in data collected.

As historians we will:

- Explain the meaning of empire and invasion.
- Understand the chronology of the Roman invasion of Britain.
- Identify the consequences of the Roman invasion.
- Create an interpretation of Boudicca using sources.
- Explain why the Romans needed a powerful army.
- Identify a soldier's equipment.
- Explain how the Roman army was organised and perform simple manoeuvres and drills.
- Make observations about an artefact.
- Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.