



# Year 4 Curriculum Newsletter: Autumn 1



Below are the key learning links for each subject that will be covered in Year 4 this half term.

English	Physical Education	History
<p><u>Explanations</u></p> <ul style="list-style-type: none"> <li>- Explore, identify and create complex sentences using a range of conjunctions e.g. subordinating conjunctions to show time - when, later, after, after that, before, meanwhile, first of all, following this, eventually, next</li> <li>- Use commas to mark clauses in complex sentences.</li> <li>- Use paragraphs to organise writing in non-fiction text.</li> <li>- Link ideas across paragraphs.</li> <li>- Generate and select from vocabulary banks e.g. subordinating conjunctions to show time; subordinating conjunctions to show cause and effect; <u>Stories with Fantasy Setting</u></li> <li>- Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.</li> <li>- Use commas after fronted adverbials.</li> <li>- Use inverted commas and other punctuation to indicate direct speech.</li> <li>- Use nouns for precision, e.g. burglar rather than man; bungalow rather than house.</li> <li>- Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth.</li> <li>- Read and analyse narrative.</li> <li>- Discuss and record ideas for planning e.g. storyboard, boxing-up text types to create a plan.</li> </ul>	<p><u>Physical Education</u></p> <p><i>Swimming</i></p> <p>This topic gives children the opportunity to develop both their arm and leg actions when attempting front crawl, think about their breathing as well as begin to evaluate their own and other's technique.</p> <p><i>Invasion Games</i></p> <p>This topic gives children the opportunity to explore different creative methods of travelling within an area and around the perimeter of a space. It also allows children to share their own views and opinions on what happens to their bodies during the warm up.</p> <p><b>Please make sure that children have full PE kit in school and children do NOT wear earrings/sharp hair accessories on PE day.</b></p>	<p><u>Romanisation</u></p> <ul style="list-style-type: none"> <li>- Can I recall key facts about the Roman invasion of Britain?</li> <li>- Do I understand why the Romans built new roads in Britain?</li> <li>- Do I understand how the Roman empire affected different people? (Boudicca's Rebellion)</li> <li>- Can I describe who Emperor Hadrian was</li> <li>- Do I understand what the religious beliefs the Romans had? (Gods and Goddesses)</li> <li>- Can I explain what the Roman baths were?</li> </ul>
<p><u>Maths</u></p> <p><u>Place Value</u></p> <ul style="list-style-type: none"> <li>- Count in multiples of 6, 7, 9, 25 and 1000.</li> <li>- Find 1000 more or less than a given number.</li> <li>- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)</li> <li>- Order and compare numbers beyond 1000</li> <li>- Identify, represent, and estimate numbers using different representations.</li> <li>- Round any number to the nearest 10, 100 or 1000</li> <li>- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</li> <li>- Count backwards through zero to include negative numbers.</li> <li>- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> </ul> <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</li> <li>- Estimate and use inverse operations to check answers to a calculation.</li> </ul>	<p><u>Science</u></p> <p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>- Circuit Symbols - I can observe and explain the effects of differing volts in a circuit.</li> <li>- Volts - I can observe and explain the effects of differing volts in a circuit.</li> <li>- Electricity Investigation 1 - I can plan an investigation &amp; I can understand variations in how components function.</li> <li>- Electricity Investigation 2 - I can record my data and report my findings.</li> <li>- Electricity Investigation 3 - I can investigate my results further.</li> <li>- Series and Parallel Circuits - I understand the difference between series and parallel circuits</li> </ul>	<p><u>Art</u></p> <p><u>Drawing – Power Prints</u></p> <ul style="list-style-type: none"> <li>- 3D Pencil drawings – To draw using tone to create a 3D effect</li> <li>- Sense of proportion – To explore proportion and tone when drawing</li> <li>- Drawing with scissors – To plan a composition for a mixed-media drawing</li> <li>- Wax resist – To use shading techniques to create pattern and contrast</li> <li>- Power prints – To work collaboratively</li> </ul>
<p><u>RE</u></p> <p><b>4.1 David and the Psalms: What values do you consider to be important?</b></p> <ul style="list-style-type: none"> <li>- key stories in the life of David.</li> <li>- that David is a key figure in the Old Testament.</li> <li>- that Christians believe that the nature of God is revealed in the psalms (King, shepherd, protector, great, rock, merciful and shield etc.)</li> <li>- identify values that I think are important.</li> <li>- connect values and Christian beliefs to events and teaching in the Bible.</li> <li>- ask important questions about the stories of David that improve my learning.</li> </ul>	<p><u>PSHE – SCARF</u></p> <p><u>Me and My Relationships</u></p> <ul style="list-style-type: none"> <li>- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state</li> <li>= Explain what we mean by a 'positive, healthy relationship'</li> <li>- Demonstrate strategies for working on a collaborative task</li> </ul>	<p><u>SCARF</u></p> <p><small>Safety Caring Achievement Resilience Friendship</small></p>
<p><u>Computing</u></p> <p><u>Coding</u></p> <ul style="list-style-type: none"> <li>- Design and write a program that accomplishes a specific goal.</li> <li>- Variables and 'If/else' statements.</li> <li>- Using repetition and user input.</li> </ul>	<p><u>MFL French</u></p> <p><u>Animals and Colours</u></p> <ul style="list-style-type: none"> <li>To learn common nouns.</li> <li>To become familiar with reading and spelling new words.</li> <li>To understand and respond to questions.</li> <li>To continue to practise answering and asking questions.</li> <li>To use fronted adverbials.</li> </ul>	<p><u>purple mash</u></p>
<p><u>Routines to Remember</u></p> <p>PE: Weekly Full PE Kit should be in school (white t-shirt, black shorts/leggings, trainers)</p> <p>Reading: 3 times per week is an essential part of home reading learning</p> <p>Spellings: Handed out weekly for a quick test at the end of the week.</p> <p>TT Rockstars: To be completed during the week. Children to reach 100 points target. If children do not have access to internet at home, there will be time in school for them to take part.</p>	<p><u>Christian Values</u></p> <p><b>Endurance</b> <b>Forgiveness</b> <b>Friendship</b> <b>Koinonia</b> <b>Peace</b> <b>Thankfulness</b> <b>Trust</b></p>	<p><u>British Values</u></p> <p><b>Democracy</b> <b>The rule of law</b> <b>Individual liberty</b> <b>Mutual respect</b> <b>Tolerance of those of different faiths and beliefs</b></p>