

## Year 4 Curriculum Overview Cycle B, Autumn 1 2022

Reading	Writing	Maths	Science	History
<p><b>Text:</b> Ug: Boy Genius of the Stone Age by Raymond Briggs</p> <p><b>Key Learning:</b> Inference Select and Retrieve Word Reading Clarify Language for Effect Summarise</p> <p><b>Text:</b> How to wash a Woolly Mammoth by Michelle Robinson</p> <p><b>Key Learning:</b> Word Reading Respond and Explain Select and Retrieve Language for effect Summarise Themes and Conventions</p> <p><b>Text:</b> Beast Feast by Emma Yartlett</p> <p><b>Key Learning:</b> Clarify Monitor and Summarise Inference Language for effect Word reading Themes and Conventions</p>	<p><b>Text:</b> Leon and the Place Between by Angela McAllister</p> <p><b>Core Outcome:</b> A setting description / extended section of narrative</p> <p><b>Foundation Outcome:</b> A descriptive narrative using 1 sentence per image punctuated correctly</p> <p><b>Key Learning:</b> Use a rich and wide vocabulary to interest the reader and to create a vivid picture for the reader. Begin to use fronted adverbials punctuated with a comma. Use expanded noun phrases with carefully selected vocabulary to create a vivid and purposeful description for the reader.</p> <p><b>Text: Stone age Boy by Satoshi Kitamura</b></p> <p><b>Core Outcome:</b> Write information text</p> <p><b>Foundation Outcome:</b> Write simple sentences with an expanded noun phrase.</p> <p><b>Key Learning:</b> Begin to organise paragraphs around a theme. Use an increasing range of sentence length and structure To select appropriate detail to provide specific information to the reader.</p>	<p><b>Key Learning:</b> Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens, and ones) Up to 10,000. Identify, represent, and estimate numbers using different representations including number-lines. Find 10 ,100, 1000 more or less than a given number. Round any number to the nearest 10,100,1000 (represent on a number line). Add and subtract amounts of money to give change using both £ and p and to solve problems. Know <math>100p = £1 = 2 \times 50p = 10 \times 10p = 5 \times 20p = 50 \times 2p</math>; relate to multiplication and repeated addition facts. Record addition and subtraction money calculations using number lines and bar models. Estimate, compare and calculate with money in £ and p. Convert between £ and p. Measure and calculate the perimeter of a rectilinear figure in cm and m.</p>	<p><b>Enquiry Question:</b> How does the conservation area and the wildlife that lives there, change throughout the year?</p> <p><b>Key learning:</b> Longitudinal study. Track population of mini-beasts found to understand patterns during different seasons. Suggest ways to develop areas in the school environment to encourage mini-beasts and their population.</p> <p><b>Knowledge and skills (know that...):</b> Living things can be divided into groups based upon their characteristics. Environmental change affects different habitats differently. Human activity significantly affects the environment. Different organisms are affected differently by environmental change.</p>	<p><b>Enquiry Question:</b> How did life change between the Neolithic, Bronze and Iron Ages?</p> <p><b>Key Learning:</b> Explain what signalled the beginning and end of the Neolithic, bronze and iron ages Identify differences and similarities between the different ages, especially in relation to the coming of farming and the use of first bronze, then iron and the impact of all of these. Show an awareness of the evidence available from these periods and understand why some may be sparse</p> <p><b>Knowledge and skills:</b> Be aware of the types of resources people from the different ages could access. Understand how people in the different ages developed to allow them to survive and thrive. Understand what the main technological and agricultural developments were across the periods. Gain knowledge of changing religious practices or burial practices.</p>

RE	PSHE	Art	Computing	Music	PE	MFL (French)
<p><b>Concept:</b> Creation <b>Theme/Unit:</b> Creation and fall – What do Christians learn from the creation story?</p> <p><b>Key learning:</b> Identify wonders of the natural and man-made world, justifying responses. Describe the events of the Christian creation story. Describe some of the things Christians learn from the creation story Describe the instructions God gave to humans and explain their meaning. Describe ways Christians might say sorry. Describe how saying sorry helps Christians grow closer to God. Apply learning to express a personal response to a statement.</p>	<p><b>Enquiry Question:</b> How can I work with others?</p> <p><b>Key Learning/knowledge/understanding:</b> Understand the skills needed to complete tasks collaboratively. Consider when relationships are working well. Recognise when you may need to say ‘no’ and consider ways to be assertive. Identify a range of feelings in our self and others and recognise how feelings may change in individuals when they are in different situations. Think about strategies to manage situations that could lead to bullying and discuss ways to manage friendships that may lead to unhealthy or unacceptable behaviour</p>	<p><b>Enquiry Question:</b> What was ‘Art’ in The Stone Age?</p> <p><b>Key Learning:</b> Study the work of other artists. Produce observational drawings Develop techniques to create a painted background. Explore texture. Produce an individual cave painting and contribute to a collaborative piece. Reflect upon final pieces of artwork. Provide constructive feedback to other artists.</p> <p><b>Knowledge/understanding:</b> Use a sketchbook to record explorations and experimentations as well as planning and collecting ideas Sketch lines and shapes from first hand observation. Paint with care and accuracy to create marks with a paint brush. Adapt and apply colours with some care to achieve tonal effects, patterns and textures. Mix paints using more and less water with some care and decide how I am going to use it for marks and patterns. Identify some key visual elements in the work of others e.g. colour, line, shape, pattern, and space.</p>	<p><b>Unit Name:</b> Web research</p> <p><b>Key Learning:</b> <b>Knowledge:</b> Understand how an internet search works. Know how and why to use a multiple word search. Understand how to refine searches to produce more appropriate results.</p>	<p><b>Unit Name:</b> Anglo Saxons</p> <p><b>Key Learning:</b> <b>Knowledge:</b> Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically Understand and use detailed graphic notation Use individual and group rehearsal skills including memory and recall. Perform from simple notation. Recognise which improvements need to be made. Develop an awareness of how to present a performance Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality Identify and understand how rhythms fit to a steady beat using 2 and 4 metre Explore how to use dynamics for expressive effect Explore how to use tempi for expressive effect</p>	<p><b>Key Learning:</b> Outdoor Adventurous Activities</p> <p>Develop co-operation and teamwork skills. Develop trust within a team. Involve all team members in an activity and work towards a collective goal. Listen to others and following instructions. Identify objects on a map, draw and follow a simple map. Draw a route using directions. Orientate a map and navigate around a grid.</p> <p><b>Golf</b> Hold all equipment correctly. Give feedback using key words. Strike the ball with some accuracy. Work alone, with a partner and in a team Develop the correct stance for putting. Have balance when striking the ball Understand the aim of the game.</p>	<p><b>Unit name:</b> ‘Salut!’</p> <p><b>Key Learning:</b> Recognise the language we speak and key greetings. Recognise numbers and to understand how to refer to family members.</p> <p><b>Understanding and knowledge:</b> Recognise and respond to sound patterns and words. Perform simple communicative tasks using single words, phrases and short sentences. Identify social conventions at home and in other cultures. Recognise that some words occur in both English and the language being learnt, although they may sound different.</p>