Year 4 Curriculum Overview
Cycle B, Autumn 2 2024

Reading	Writing	Maths	Science	History
Text: The Owl who was Afraid of the Dark by Jill Tomlinson **Key Learning:** Inference Select and Retrieve Word Reading Language for Effect Themes and Conventions Summarise **Text:** Black Dog by Levi Pinfold **Key Learning:** Inference Respond and Explain Select and Retrieve Word Reading Clarify Language for Effect Summarise **Text:** Winter's Child by Angela McAllister **Key Learning:** Word Reading Respond and Explain Select and Retrieve Language for effect Summarise Themes and Conventions Clarify	**Text:** The King who Banned Dark by Emily Haworth-Booth **Core Outcome:** Persuasive letter **Key Learning:** Use conjunctions to show time, place and cause Orally rehearse sentences checking to accuracy and sense Develop and begin to use a rich vocabulary to interest the reader **Text:** The Dark by Lemony Snicket **Core Outcome:** Information text **Key Learning:** Use expanded noun phrases to build a description Use conjunctions to show time, place and cause Begin to organise my ideas by writing series of sentences about a subject. **Text:** Excitable Edgar by Lucy Feather **Core Outcome:** Newspaper report **Key Learning:** Select nouns and pronouns to provide clarity Use expanded noun phrases using prepositions, and modifying adjectives Use conjunctions to show time, place and cause Use speech punctuation accurately	**Key Learning:** Recognise the place value of each digit in a 4-digit number (1000s, 100s, 10s and ones) Divide one-and two-digit numbers by 10 and 100 Count from zero in multiples of 3 , 4 , 8 , 50 and 100 Derive, recall and use multiplication and division facts up to 12 x 12 Solve problems, including missing number problems, involving multiplication and division. Write and calculate mathematical statements for multiplication and division using known tables facts and mental strategies. Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1, dividing by 1 and multiplying three numbers together Recognise and use factor pairs and commutativity in mental calculations Multiply one-digit, two-digit and three-digit numbers by a one-digit number using a formal written layout Solve problems involving multiplying and adding including using the distributive law to multiply two-digit numbers Count up and down in tenths (proper and decimal fractions); recognise that tenths arise from dividing into ten equal parts Count up and down in hundredths, recognise that hundredths arise from dividing by 100 Round decimals numbers with one decimal place to the nearest whole number. Find the effect of dividing a one- or two-digit number by 10 or 100 Recognise and show families of equivalent fractions using bar model diagrams Add and subtract fractions with the same denominator , bridging one whole	**Enquiry Question:** How does light behave? **Key learning:** To investigate how light behaves. **Knowledge and skills (know that…):** There must be light for us to see Without light it is dark Light comes from a source We need light to see things even shiny things Transparent materials let light through them and opaque materials don't let light through Beams of light bounce off some materials (reflection) Shiny materials reflect light beams better than non-shiny materials	**Enquiry Question:** How did life change between the Neolithic, Bronze and Iron Ages? (continued) **Key Learning:** 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 **Knowledge and skills:** 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

RE	PSHE	Computing	Music	PE	MFL (French)
Concept: Incarnation **Theme/Unit:** Incarnation- What is the Trinity? **Key learning:** Understand that water has many different symbolic meanings Identify the presence of the Trinity in the baptism of Jesus Describe ways in which Christians express their understanding of the Trinity Describe the baptism ceremony and recognise its importance for Christians Apply learning to express a personal response to the question 'What is the Trinity? Consider different ways to explain the Trinity	**Enquiry Question:** How can I work with others? **Key Learning/knowledge/ understanding:** 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	**Unit Name:** Stop Motion **Key Learning Knowledge:** Create an animated scene using lego/ playdough. They will learn to add actions, backgrounds and sounds **Key skills:** Develop , debug and test a stop motion programme Evaluate solutions to a problem Adapt to different scenarios	**Unit Name:** Portsmouth by Mike Oldfield **Key Learning Knowledge:** Identify and understand how rhythm patterns fit to a steady beat using 4 Identify and use different types of texture including solo, unison, ostinato parts **Skills:** Develop instrumental skills and techniques and use them to play with accuracy and growing 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 Understand and use detailed graphic notation. Use basic stave notation 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 Describe, discuss and share opinions about what you hear, the context / purpose and impact of the	**Unit Name:** Dodgeball **Key Learning:** Learn the rules of the game and begin to play fairly Provide feedback using key words Throw with some accuracy and begin to catch with consistency. Understand the aim of the game Work co-operatively with a group to manage the game **Unit Name:** Hockey **Key Learning:** Begin to use simple tactics Learn the rules of the game and begin to use them honestly Dribble, pass, receive and shoot the ball with some control Find space away from others and near to my goal Provide feedback using keywords Track an opponent to slow them down. Understand my role as an attacker and a defender	**Unit name:** Numbers, Ages, Remembering and Joining in **Key Learning:** This unit for introduces the teaching of French in KS2. It encourages children to listen attentively to new sounds and to start to make sound and spelling links. It reinforces opportunities for children to work cooperatively. **Understanding and knowledge:** Perform simple communicative tasks using single words, phrases and short sentences Recognise some familiar words in written form Read aloud familiar words Recognise question forms Imitate pronunciation Play games to help remember Learn new vocabulary linked to a traditional tale Join in with a repeated refrain

			music and the composers' use of musical devices using a growing musical vocabulary		