

Year: 4

Curriculum Overview 2019-2020

Term: Autumn

	<u>Autumn 1: Impact</u>							<u>Autumn 2: It's shocking!</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Book	How to train a Dragon							The Lighthouse, Literacy Shed, Until I met Dudley						
English - Genres	Stories with historical/mythical settings							Explanation texts			Newspapers/ Report writing		Poetry	
English - Objectives / Skills	<ul style="list-style-type: none"> • Create Settings, adjectives and expanded noun phrases • Writing Instructions, time conjunctions • Characterisation, verbs, adverbs and expanded noun phrases • Using direct speech, inverted commas • Writing narrative, paragraphs • Diary Recount, 1st person recount 							<ul style="list-style-type: none"> • Design and create own gadgets. • Using causal conjunctions 			<ul style="list-style-type: none"> • Recount, report writing • Links with geography (earthquakes) 		<ul style="list-style-type: none"> • Performance poetry 	
Science – Unit	Electricity							States of matter						
Science - Objectives / Skills	<ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors 							<ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 						
History – Unit	Romanisation of Britain													
History- Objectives / Skills	<ul style="list-style-type: none"> • Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius; • Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43; • Interpret primary sources of historical evidence to describe the physical appearance of Boudica and make a judgment about the causes and effects of her harsh treatment by the Romans; • Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision; • Distinguish between historical evidence and legend and folklore in relation to the 'historical' figures of King Arthur or Robin Hood; 													

	<ul style="list-style-type: none"> ● Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain; ● Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built; ● Describe what a gladiator was and what occurred at gladiatorial games; ● Explain who ianistae were and why they owned and trained gladiators in private schools; ● Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians; Explain why some Romans held different perspectives about gladiatorial games and how they justified their viewpoints. 			
Geography - Unit				Why do some earthquakes cause more damage?
Geography Objectives / Skills				<ul style="list-style-type: none"> ● Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources; ● Observe and record the distribution of earthquakes in New Zealand over the past two hundred years; ● Identify, describe and explain the causes of earthquakes; ● Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world; ● Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction; ● Identify, describe and explain the causes of volcanoes; ● Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand;
ICT – Unit	E-safety	Digital Literacy,	Coding, Scratch	
ICT - Objectives / Skills	Safe search.	Word processing	Basic algorithms	Pupils create and debug programs.
RE – Unit	How special is the relationship Jews have with God?			What is the most significant part of the nativity story for Christians today?
RE - Objectives / Skills	<ul style="list-style-type: none"> ● To understand the special relationship between Jews and God and the promises they make to each other. 			<ul style="list-style-type: none"> ● To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.
PHSE – Unit	Being in my world			Celebrating difference
PHSE - Objectives / Skills	<ul style="list-style-type: none"> ● I know my attitudes and actions make a difference to the class team ● I know how to use my Jigsaw Journal ● I understand who is in my school community, the roles they play and how I fit in ● I understand how democracy works through the school council ● I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them 			<ul style="list-style-type: none"> ● I understand that, sometimes, we make assumptions based on what people look like ● I understand what influences me to make assumptions based on how people look ● I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure ● I can tell you why witnesses sometimes join in with bullying and sometimes don't tell

	<ul style="list-style-type: none"> I understand how groups come together to make decisions I understand how democracy and having a voice benefits the school community 		<ul style="list-style-type: none"> I can identify what is special about me and value the ways in which I am unique I can tell you a time when my first impression of someone changed when I got to know them 		
ART- Unit	Pointillism				
ART - Objectives / Skills	<p>To use different mediums and silhouettes to create remembrance artwork</p> <p>To be able to use Pop art techniques and layering to create a 3D cityscape.</p> <p>To be able to replicate cityscape photos using different mediums.</p> <p>To explore how to create reflections of cityscapes on water.</p> <p>To be able to create a cityscape using any media of choice</p>				
DT- Unit			Roman Catapults		
DT - Objectives / Skills			<ul style="list-style-type: none"> appealing products that are fit for purpose, aimed at particular individuals or groups select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 		
PE- Unit	Football		Invasion games		
PE - Objectives / Skills	<ul style="list-style-type: none"> perform dribbling skills with accuracy, confidence and control perform passing skills with accuracy, confidence and control develop a broader range of techniques for attacking and defending. apply skills learnt (dribbling, passing, attacking and defending) to game situations 		<ul style="list-style-type: none"> Acquiring and developing skills To consolidate and improve the quality of their techniques and their ability to link movements Selecting and applying skills, tactics and compositional ideas to improve their ability to choose and use simple tactics and strategies Knowledge and understanding of fitness and health Evaluating and improving performance To describe and evaluate the effectiveness and quality of performance To use what they have learned to improve their work 		
Maths – Unit	Number – place value	Number- addition and subtraction		Number – multiplication and division	Measurement- Area
Maths - Objectives / Skills	<ul style="list-style-type: none"> Count in multiples of 6, 7, 9. 25 and 1000. Find 1000 more or less than a given number. Count backwards through 	<ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. 		<ul style="list-style-type: none"> Recall and use multiplication and division facts for multiplication tables up to 12 x 12. Use place value, known and derived facts to multiply and divide mentally, 	<ul style="list-style-type: none"> Find the area of rectilinear shapes by counting squares.

	<p>zero to include negative numbers.</p> <ul style="list-style-type: none"> Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. 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. 	<ul style="list-style-type: none"> Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. 	<p>including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <ul style="list-style-type: none"> Recognise and use factor pairs and commutativity in mental calculations. Multiply two digit and three digit numbers by a one digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. 	
Trips / Workshops/ Speakers / Events / Assemblies / Specific Days	Thursday 10 th November - Lullingstone Roman Villa and workshop	TBC– Natural History Museum, Earthquakes		
Outdoor Learning / Eco opportunities	<p>Roman roads Solids/liquid/gases role play. Scavenger hunt different matters. Use medicinal herbs to create ointments</p>			