



# CURRICULUM SUMMARY

**Term: Autumn  
2**

**Year Group: 4**

**Class Teacher:  
Mrs Morgan**

*To love, serve and learn as Jesus shows us*



Year Group: 4

Term: Autumn 2



### Medium Term Planning for Writing

<b>Year Group:</b>	4	<b>Class Teacher:</b>	Mrs Morgan
<b>Academic Year:</b>	2019/2020	<b>Term:</b>	Autumn 2

***Cinderella of the Nile***  
**Author: Beverly Naidoo**

<b>Final writing Outcome:</b>	Own version of a traditional tale
<b>Incidental pieces of writing:</b>	Short news report, diary entry, character description, advert,

### Success Criteria

#### Continuous skills

<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none"> <li>• Full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in lists, apostrophes for contracted forms (e.g. don't).</li> <li>• Punctuation at Y3 standard is used correctly.</li> <li>• Uses dictionaries efficiently</li> <li>• Write from memory sentences dictated by the teacher, that include words and punctuation included in the Y3/4 word list</li> <li>• Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures</li> <li>• Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation.</li> </ul>
<u>Composition</u>	<ul style="list-style-type: none"> <li>• Plan using features of the given form.</li> <li>• Plan, draft and orally rehearse writing, including selecting vocabulary and phrases, to engage and interest the reader.</li> <li>• Make appropriate additions, revisions and corrections when proof-reading.</li> <li>• Use paragraphs to organise information and ideas around theme.</li> <li>• Use paragraphs to organise and sequence more extended narrative structures.</li> </ul>
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none"> <li>• Mostly accurate spelling of words from the year 3 /4 wordlist</li> <li>• The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3 /4 are mostly accurate.</li> <li>• Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter- )</li> <li>• Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4)</li> </ul>
<u>Handwriting and presentation</u>	<ul style="list-style-type: none"> <li>• Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency</li> </ul>

#### Focus skills

Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was).  
 Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect).  
 Fronted adverbials to vary sentence structure (later that day, I heard the bad news).  
 Commas after fronted adverbials.  
 Nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. park the car beside the fence, look at the speedboat with the blue sail).  
 Use of inverted commas and other punctuation to indicate direct speech (e.g. comma after the reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker).

**Year 4: Autumn 2**  
**Geography: Rivers**



In this topic we will look at the

<b>The Big Question...</b>		
What does Warrington have in common with the Ancient Egyptian civilization?		
<b>Learning Outcomes</b>		
Can I use an atlas to find out information? Can I name and locate the major rivers of the UK and of the world? Can I identify the continents and the oceans? Can I name the parts of a river? Can I understand the journey of a river? Can I explain the meaning of vocabulary related to rivers? Can I explain observations?		
<b>Geographical Skills:</b>	<b>Learning skills:</b>	<b>Fieldwork Skills</b>
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Describe and understand key aspects of: o physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle o human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Select views to photograph. Add titles and labels giving date and location information. Consider how photo's provide useful evidence use a camera independently. Locate position of a photo on a map. Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction. Ask geographical questions. Use a simple database to present findings from fieldwork Record findings from fieldtrips. Use a database to present findings. Use appropriate terminology
<b>Core vocabulary</b>	<b>Maths/ English links:</b>	<b>Other curriculum links:</b>
	Money Place value Shape and space – pyramids	History – exploring trade, civilisations, trade and writing systems.



Year Group:4

Term: Autumn 2



Subject: Mathematics

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Number – Place Value</u>  <u>Count in multiples of 6, 7, 9, 25 and 1000.</u>  Find 1000 more or less than a given number.  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.  Count backwards through zero to include negative 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.				<u>Number- Addition and Subtraction</u> 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.  Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.			<u>Measurement: Length and Perimeter</u> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres  Convert between different units of measure [for example, kilometre to metre]		<u>Number – Multiplication and Division</u> Recall and use multiplication and division facts for multiplication tables up to $12 \times 12$ .  <u>Count in multiples of 6, 7, 9, 25 and 1000</u>  Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.  <u>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit,</u> integer scaling problems and harder correspondence problems such as n objects are connected to m objects.		Consolidation

## Year 4: Autumn2

### History:



In this topic the children will explore how Egypt fits into the timeline of civilisations. The children will learn about landscape, artefacts and the Egyptian way of life. They will explore the process of Egyptian tombs and mummification.

#### **The Big Question...**

What does Warrington have in common with the Ancient Egyptian civilization?

#### **Learning Outcomes**

Can I locate ancient Egypt in time and place?

Can I learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt?

Can I find out about Tutankhamen and how artefacts can teach us about the past?

Can I understand the importance of artefacts in helping us find out about the past?

Can I find out about the way of life in ancient Egypt?

Can I learn about Egyptian tombs, pyramids and burial sites. To learn about Egyptian tombs, pyramids and burial sites?

Can I recall, select and organise historical information?

#### **Historical Skills:**

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China

#### **Learning skills:**

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe the main changes in a period in history. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.

#### **Core Vocabulary:**

Ancient, modern, transport, farming, water, Nile, red land, black land, mummified, buried, Howard Carter, tomb, Tutankhamen, hieroglyph, civilisation, Rosetta stone, clothes, religion, women, farming, pyramids, burial, preserved, sarcophagi.

#### **English links:**

Howard Carter Biography  
Recount of Tutankhamen  
Cinderella of the Nile English lead  
Diary Entry

#### **Maths links:**

Money  
Place value  
Shape and space – pyramids

#### **Other curriculum links:**

DT: Moving pictures  
Geography: Rivers

**Year 3/4 : Autumn2**  
**Science: States of matter and the water cycle**

STATES OF MATTER



In this topic the children will explore states of matter and compare a range of materials. The children will identify the properties of gases and explore what happens to a material when it is heated or cooled. We will also look closely at the water cycle and it's part in the process of evaporation and condensation.

<b>Learning Outcomes</b>		
Can I compare and group materials together according to whether they are solids or liquids? Can I identify and explore the properties of gases? Can I observe that materials change shape when they are heated or cooled? Can I research the temperature in degrees Celsius (°C) at which materials change state? Can I understand the process of evaporation? Can I understand the process of condensation? Can I identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature?		
<b>Scientific Skills:</b>	<b>Learning skills:</b>	<b>Core Vocabulary:</b>
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	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.	Solid, liquid, gas, particle, spread, solidify, freezes, ice, temperature, melt, metal, evaporation, flow, condensation, Cooler, warmer, water cycle.
<b>English links:</b>	<b>Maths links:</b>	<b>Other curriculum links:</b>
Egyptian Cinderella : Rivers and lakes.		Geography: Rivers Trip: The River Mersey