



**Term: Autumn
1**

Year Group: 4

**Class Teacher:
Mrs Morgan**

CURRICULUM SUMMARY

To love, serve and learn as Jesus shows us



Year Group: 4

Term: Autumn 1



Medium Term Planning for Writing

Year Group:	4	Class Teacher:	Mrs Morgan
Academic Year:	2019/2020	Term:	Autumn 1

Westlandia

Author: Paul Fleischman

Final writing Outcome:	Report (prospectus), retelling, character description, book review
Incidental pieces of writing:	Describing the setting, Response to characters and plot, Diary entry, Letter, Interview-hot seating, Play scripts, poetry

Success Criteria

Continuous skills

<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none"> • 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). • Punctuation at Y3 standard is used correctly. • Uses dictionaries efficiently • Write from memory sentences dictated by the teacher, that include words and punctuation included in the Y3/4 word list • Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures • Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation.
<u>Composition</u>	<ul style="list-style-type: none"> • Plan using features of the given form. • Plan, draft and orally rehearse writing, including selecting vocabulary and phrases, to engage and interest the reader. • Make appropriate additions, revisions and corrections when proof-reading. • Use paragraphs to organise information and ideas around theme. • Use paragraphs to organise and sequence more extended narrative structures.
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none"> • Mostly accurate spelling of words from the year 3 /4 wordlist • The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3 /4 are mostly accurate. • Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-) • Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4)
<u>Handwriting and presentation</u>	<ul style="list-style-type: none"> • Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency

Differentiated focus skills

To use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
To use fronted adverbials.
To write in paragraphs.
To make an appropriate choice of pronoun and noun within across sentences.
I can use apostrophes to mark plural possession.
I can use commas after fronted adverbials.
I can compose sentences using a range of sentence structures.
I can orally rehearse a sentence or sequence of sentences.
I can write a narrative with a clear structure, setting and plot.
I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition



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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 12×12 . <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



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Subject: History

In this topic the children will explore how the term 'civilisation' and uses timelines to help the children identify when the first civilisations developed, starting with ancient Sumer and moving through history to the Indus Valley, Ancient Egypt, the Shang Dynasty and beyond. They will also find out what the terms 'BC' and 'AD' mean and how to order civilisations chronologically, as well as locating where in the world these early civilisations appeared.

What did all four ancient civilisations have in common?

Learning Outcomes

- Can I explain how civilisations began?
- Can I explore trade?
- Can I research writing systems?
- Can I describe mathematical systems used by other civilisations?
- Can I explore inventions and technology?
- Can I explore buildings and architecture of other civilisations?
- Can I consolidate all of my knowledge about civilisations?
- Can I locate civilisations using a world map?

History 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

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

Learning skills:

Explore where and when the first civilisations began. To explore trade. To find out about the first writing systems. To find out about mathematical understanding in early civilisations. To explore the technology and inventions of early civilisations. To explore the buildings and architecture of early civilisations. To explore the buildings and arc To consolidate knowledge and understanding of early civilisations.

Core Vocabulary:

Civilisation, settlements, hunter gatherers, farming, money, writing, timeline, BC, 'AD', farmer, grain, Archaeological evidence, Sumerians. Egyptian hieroglyphs, the Shang Dynasty oracle bones, alphabets, technology, Sumerian ziggurat, Egyptian pyramid, Indus Valley, citadel, astronomy. irrigation

English links:

Diary of a hunter gatherer
Westlandia – whole class text

Maths links:

Money
Place value
Shape and space – pyramids

Other curriculum links:

Geography – using maps to focus on areas of civilisation and different key physical features.



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Subject: Geography

In this topic we will look at the use of maps atlases globes & digital/computer mapping to locate countries whilst linking them to the earliest civilisations.

The Big Question...

What did all four ancient civilisations have in common?

Learning Outcomes

- Can I locate different civilisations using a world map?
- Can I locate countries and major cities?
- Can I look use maps, atlases and globes?

Geography Skills:

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

Learning skills:

Locate the world's countries, using maps to focus on Europe and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Core Vocabulary:

Civilisation, settlements, hunter gatherers, farming, money, writing, timeline, BC, 'AD', farmer, grain.
Archaeological evidence, Sumerians.
Egyptian hieroglyphs, the Shang Dynasty oracle bones, alphabets, technology, Sumerian ziggurat, Egyptian pyramid, Indus Valley citadel, astronomy.

English links:

Diary of a hunter gatherer
Westlandia – whole class text
Money
Place value
Shape and space – pyramids
History – exploring trade, civilisations, trade and writing systems.

Maths links:

Money
Place value
Shape and space – pyramids

Other curriculum links:

History – exploring trade, civilisations, trade and writing systems.



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Subject: Science

In this topic the children will explore the function of a plant and why each part of the plant is as important as each other.

Learning Outcomes

- Can I identify the functions of a plant?
- Can I explain how water is transported within plants?
- Can I describe the function of leaves?
- Can I explain the process of pollination?
- Can I demonstrate how plants disperse their seeds?
- Can I show understanding of the structure of seeds and their importance as a food source?

Working scientifically:

identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
investigate the way in which water is transported within plants
explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Learning skills:

Identify and describe the functions of the roots of flowering plants. To identify and describe the functions of the roots of flowering plants. To investigate the way in which water is transported within plants. To investigate the way in which water is transported within plants and describe the functions of leaves in flowering plants. To identify and describe the functions of leaves in flowering plants. To explore the part that flowers play in the life cycle of flowering plants, To explore some of the ways in which flowering plants disperse their seeds.
understand the structure of seeds and their importance as a food source. To understand the structure of seeds and their importance as a food source.

Core Vocabulary:

Root, seed, germination, growth, stem, transported, food, energy, seed, formation, dispersal, flower,

English links:

Westlandia: discussing crops and what they need to survive.

Maths links:

Fractions of amounts

Other curriculum links:

Art: plant art
to create sketch books to record their observations and use them to review and revisit ideas
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay about great artists, architects and designers in history.

- To appreciate the work of different artists.
- To develop observational skills.
- To know how to create tints, shades and tones of colour.
- To plan and create a piece of artwork.