



SJS Year 4 Curriculum Overview – Autumn Term		
<p><b>Reading</b>                      The Queen’s Nose                      Young, gifted and black                      The girl who stole an elephant</p>	<p><b>Writing</b>                      Poems which explore form                      Persuasive writing (adverts)                      First person diary entries                      Critical analysis of narrative poetry                      Third person adventure stories                      News reports</p>	<p><b>Spelling</b>                      Homophones                      Suffix – ly                      Statutory word list                      Prefixes dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-                      Adding suffixes                      Statutory word list  <b>Etymology</b> – <i>div, mono, poly, pro, sign, nym</i></p>
<p><b>Maths</b>                      Place value (5 weeks)                      Addition and Subtraction (4 weeks)                      Measurement – area (2 weeks)                      Multiplication and Division (4 weeks)</p>		<p><b>Maths – Key Knowledge</b>                      Addition and subtraction facts to of multiples of 10 and 100, Multiplication tables: 2,3,4,5,8,10. . Dividing by self = 1. Measure to nearest 0.5cm. Measures equivalents (refer to progression grid), roman numerals, Area = inside of shape.</p>
<p><b>History</b>  <b>Britain’s settlement by Scots and Anglo-Saxons</b>                      Why did the Anglo Saxons come to Britain?                      Where did the Anglo-Saxons come from?                      What was life like for Anglo-Saxons in Britain?                      What kingdoms were formed by the Anglo-Saxons?                      How do we know about the Anglo Saxons?                      How did religion influence the Anglo Saxons?                      How do we know this?  <b>Vocabulary</b> – <i>abandoned, defenceless, dominant, missionary, pagan, reliant, heptarchy, laden, sporadic, vanquish, viewpoint, migration</i></p>	<p><b>Geography</b>  <b>Rivers</b>                      What are the features of a river?                      What’s our local river? What features can we see? Where did it come from and where does it flow?  <b>Vocabulary</b> – <i>raging, tumble, cascading, precipice, iconic, turbulent, rivulet, estuary, flood plan, tributary, confluence, channel.</i>  <b>Water Cycle (Continues in Spring)</b>                      What are lines of latitude?                      What are lines of longitude?                      How do lines of latitude and longitude tell us what the location is like?                      How can you find exact locations around the world? What are time zones and how do they affect us?  <b>Vocabulary</b> – <i>co-ordinate, parallel, determine, circumnavigate, constitutes, straddle, latitude, longitude, horizontal, vertical, meridian, equator.</i></p>	<p><b>Science</b>  <b>Living Things and their habitats</b>                      What are the characteristics of living things?                      What animals are vertebrates?                      What animals are invertebrates?                      What groups are plants classified in?                      What is classification?                      How do I use a key?                      What are classification keys?                      What happens if the environment in a habitat changes?  <b>Vocabulary</b> – <i>classification, environment, interdependent, interact, beneficial, hierarchy, vertebrate, invertebrate, biotic, ecosystem, species, niche</i>  <b>States of Matter</b>                      What is matter? What does ‘state’ mean                      What are solids, liquids and gases?</p>

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		<p>Melting: how do materials change state?          Evaporating: how do materials change state?          Condensing: how do materials change state?          Summary: how do materials change their state of matter?  <b>Vocabulary</b> – permanent, particle, solid, liquid, gas, vapour, evaporate, condense, melt, matter, state, volume</p>
<p><b>Design Technology</b>  <b>Food</b>          Know processed foods have many added ingredients          Be able to make, roll and shape bread dough          Be able to make a soup  <b>Vocabulary</b> – ingredients, processed, bread, gluten, knead, ferment</p> <p><b>Mechanisms</b>          Know types of hinges and the related terminology          Know common uses for hinges          Be able to make a variety of model hinges          Be able to make and evaluate hinged products using modelling materials  <b>Vocabulary</b> – hinge, knuckle, leaf, pin, barrel, butt hinge, concealed hinge, net</p>	<p><b>Art</b>  <b>Drawing</b>          Know what is meant by still life          Know how to use a viewfinder to create a focal point or an area of interest          Know how to identify details          Be able to assemble objects to create an interesting composition          Be able to use a viewfinder          Be able to use fine control to add detail  <b>Vocabulary</b> – composition, focal point, form, viewfinder, contour line, negative space</p> <p><b>Painting</b>          Know similarities and differences between the work of two artists          Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction          Be able to make comparisons and form opinions          Be able to create an abstract painting of a natural object  <b>Vocabulary</b> – wash, background, watercolour, overpainting, tertiary colour, wet-on-wet</p>	<p><b>Computing</b>  <b>The Internet</b>          Describe how networks physically connect to other networks          Recognise how networked devices make up the internet          Outline how websites can be shared via the World Wide Web (WWW)          Describe how content can be added and accessed on the World Wide Web (WWW)          Recognise how the content of the WWW is created by people          Evaluate the consequences of unreliable content  <b>Vocabulary</b> - internet, router, website, web browser, content.</p> <p><b>Audio Production</b>          Identify that sound can be recorded          the sound can say who is allowed to use it          Explain that audio recordings can be edited          Recognise the different parts of creating a podcast project          Combine audio to enhance my podcast project          Evaluate the effective use of audio  <b>Vocabulary</b> - audio, podcast, layer, import, export.</p>
<p><b>PE</b>  <b>Communication and Tactics</b></p>	<p><b>PSHE</b>  <b>Being me in my world</b>          Being a school citizen</p>	

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<p>Work within teams to find effective strategies and tactics in order to complete the different challenges successfully.</p> <p>Apply an ability to evaluate and improve strategies to solve the problems.</p> <p>Apply life skills such as collaboration and communication effectively as they apply both speaking and listening skills within their teams.</p> <p>Demonstrate leadership attributes as they take responsibility for their team member</p> <p><b>Vocabulary</b> – communication, tactics, teamwork, strategy, responsibility, listening, trust</p> <p><b>Bridges</b></p> <p>Execute ‘excellent’ balances and movements within the ‘bridges’ theme.</p> <p>Applying flow, pupils will link these movements and balances together.</p> <p>Apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary.</p> <p>Collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.</p> <p>Develop their resilience and ability to remain self-motivated as they strive to improve their sequences even when they find it hard</p> <p><b>Vocabulary</b> – excellent gymnastics, extension, control, interesting, bridge, levels, flow</p> <p><b>Invasion: Game Sense</b></p> <p>Apply a secure understanding of passing, moving and shooting in order to score points against another team.</p> <p>Demonstrate a growing understanding of the difference between attack and defence by making effective decisions and creating simple tactics.</p> <p>Develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.</p> <p>Continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.</p> <p><b>Vocabulary</b> – attacker, defender, dribbling, space, marking, control</p> <p><b>Dance: Space</b></p> <p>Perform with big and clear movements that flow.</p> <p>Perform with expression and be able to stay in character.</p> <p>Refine their ability to evaluate their own and others’ performances.</p> <p>Problem solve and apply resourcefulness as they construct their sequences.</p> <p>Apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences.</p>	<p>Rights and democracy</p> <p>Having a voice</p> <p>What motivates behaviour</p> <p><b>Vocabulary</b> - Included, excluded, motivation and democracy.</p> <p><b>Celebrating Difference</b></p> <p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Understanding bullying</p> <p>Identifying how special and unique everyone is</p> <p><b>Vocabulary</b> - Acceptance, difference, unique, assumption, first impression</p>
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<p>Demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.</p> <p><b>Vocabulary</b> – excellent dancers, expression, creativity, emotion, motif, choreography, character</p>		
<p><b>Performing Arts</b></p> <p><b>Opera - Hansel and Gretel</b></p> <p><b>Music:</b>                  I can sing, in a group demonstrating some accuracy, fluency, control and expression.                  I have experienced high-quality live and recorded music for the opera tradition.                  I am beginning to understand a range of music by having an awareness of the social and cultural context in which it was created.                  I can discuss the lives of a number of key people in the history of music, and how this influenced their music.</p> <p><b>Dance:</b>                  I can learn a sequence movement                  I can improvise.                  I can develop flexibility, strength and technique                  I can create a piece for the opera Hansel and Gretel.                  I can confidently perform rehearsed movement in duets/trios/unison to a group of friends or parents                  I can use my facial expressions to enhance performance.                  I begin to show evidence of musicality through performance.</p> <p><b>Drama:</b>                  I can understand what proxemics                  I can play drama games                  I can understand the importance of a rehearsal process</p>	<p><b>RE</b></p> <p><b>Christianity</b></p> <p><b>Key Question:</b>How does believing Jesus is their saviour inspire Christians to save and serve others?</p> <p><b>Key Concept : Saviour</b></p> <p>I can define the term 'Saviour'                  I can recall stories from the bible in which Jesus saved people                  I can understand why believing Jesus is their saviour could inspire Christians to help others                  I can explain what it means to 'be on a mission'                  I can describe the mission Jonah was sent on                  I can discuss with examples how Christians believe they are on a mission</p> <p><b>Vocabulary</b> – Christianity, Faith, Saviour, Mission</p>	<p><b>French</b></p> <p><b>Animals and colours</b></p> <p>I can name 8 common nouns.                  I can learn to read new nouns.                  I can identify a word when I hear it being spelt out.                  I can use a speaking frame to practise asking and answering questions with a partner.                  I can learn about the function of an adverbial phrase of place, and how to use it as a sentence opener.                  I can pronounce a noun &amp; indefinite article when it begins with a vowel.                  I can apply knowledge of a conjunction.                  I can construct simple written sentences using a writing frame.                  I can learn some colours and understand how they can be used as adjectives.                  I can create spoken sentences including an adverbial opener, a verb, nouns, adjectives, and conjunctions as appropriate.</p>

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<p>I can complete a full rehearsal process for a performance.</p> <p>I can begin to consider purpose and audience</p> <p>I can confidently stand in front of a audience of friends</p> <p>I can use different speaking volumes</p> <p>I can begin to understand directional vocab (up/downstage, stage left/right)</p> <p>I can retell the main events of Hansel and Gretel in order</p> <p>I can make suggestions to improve our performance of Hansel and Gretel</p> <p><b>Vocabulary:</b> proxemics, opera,</p>		
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