



Knollmead Primary School



Curriculum Overview Year 4 - Autumn Term

	Autumn 1	Autumn 2
Cornerstones Topic	I am Warrior	Bottoms, burps and bile
Memorable Experience	Invasion of the classroom by bigger children - with drama response to how it felt to be invaded	Trip to the Natural History Museum to see the Human body exhibit.
Geography, History, Art and DT	<p><u>Use a range of sources to find out about life in Britain during the time of the Romans.- clothes, food, schools, houses</u></p> <p>H - Hi 2 Learn about the Roman Empire and its impact on Britain.</p> <p><u>Draw a map of a Celtic hill fort and use symbols to represent the features</u></p> <p>G - Draw sketch maps and plans using standardised symbols and a key.</p> <p><u>Sketch a Roman or Celtic warrior</u></p> <p>A- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil and oil pastels)</p> <p><u>Create a Roman mosaic showing a scene of Roman life</u></p> <p>A - To learn about great artists, architects and designers in history.</p>	<p>To design and make their own lunch box snack</p> <p>DT - cooking and nutrition</p> <ul style="list-style-type: none"> ● understand and apply the principles of a healthy and varied diet ● prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ● understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. ● critique, evaluate and test their ideas and products and the work of others ● understand and apply the principles of nutrition and learn how to cook.
Express	Parents invited to watch the children perform their Soliliquys	Perform a song to parents, staff and governors at the Christmas Carol Concert. Parents to come in to taste our cooking

English	<ul style="list-style-type: none"> • letter to the author of Fly Eagle Fly • Diary based on Fly Eagle Fly • Soliloquy based on I am Warrior • Narrative using visual literacy based on Gladiator film 	<ul style="list-style-type: none"> • a fact file to inform for year 2 about how to care for their teeth • a poster to persuade and inform which improves hygiene in toilets • a newspaper article to inform
Spelling, punctuation and grammar	See separate spelling, punctuation and grammar overview	See separate spelling, punctuation and grammar overview
Maths	<p>Number - Place Value</p> <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 zero to include negative numbers. • 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. <p>Number - addition and subtraction</p> <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. 	<p>Number - Multiplication and Division</p> <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, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. • 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. <p>Measurement - Area</p> <ul style="list-style-type: none"> • Find the area of rectilinear shapes by counting squares.

	<ul style="list-style-type: none"> • Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. 	
Science	<p>Good vibrations</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. <p>Working Scientifically</p> <ul style="list-style-type: none"> • Identifying differences, similarities or changes related to simple scientific ideas and processes • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Using straightforward scientific evidence to answer questions or to support their findings. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 	<ul style="list-style-type: none"> • Where does all that food go? • Identify that animals, including humans, need the right type and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Year 3). • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey • Working scientifically • Asking relevant questions and using different types of scientific enquiries to answer them. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Using straightforward scientific evidence to answer questions or to support their findings. • Identifying differences, similarities or changes related to simple scientific ideas and processes.

	<ul style="list-style-type: none"> ● Setting up simple practical enquiries, comparative and fair tests. ● Asking relevant questions and using different types of scientific enquiries to answer them. ● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. 	<ul style="list-style-type: none"> ● Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. ● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ● <u>Setting up simple practical enquiries, comparative and fair tests.</u>
Computing	<p>E-Safety</p> <ul style="list-style-type: none"> ● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>To present work about the Romans on Google Docs and Google Slides</p> <ul style="list-style-type: none"> ● select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Coding</p> <ul style="list-style-type: none"> ● design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ● use sequence, selection, and repetition in programs; work with variables and various forms of input and output ● use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Music	<p>Ukulele lessons</p> <ul style="list-style-type: none"> ● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● use and understand staff and other musical notations 	<p><u>Perform a song in the Christmas Carol Concert</u></p> <p>Maintain an independent part in performance:</p> <ul style="list-style-type: none"> ● Learn a melody/harmony line by rote ● Maintain either the melody/harmony line while both are sung simultaneously ● Improve projection of voice, understanding the importance of lungs, good posture, breath control and supporting muscles

		<ul style="list-style-type: none"> Coordinate vocals with hand/arm movements to enhance the performance visually and aid learning of lyrics
French	Animals, describing words, greetings and numbers	Family, classroom objects, greetings, numbers
PE	<p>To apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>To enjoy communicating, collaborating and competing with each other.</p> <p>To develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Dance</p> <p>To perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Football</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>To apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>To develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Gym</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Hockey</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>
RE	What is the 'Trinity' and why is it important for Christians?	What do Hindus believe God is like?
PSHE	Being me in my world	Celebrating Difference