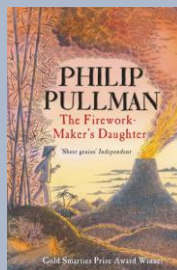


Year 4 Curriculum Overview Autumn Term 1 – SPARKS MIGHT FLY!

English

Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.
Make predictions based on information stated and implied.
Demonstrate active reading strategies e.g. generate questions, find answers, refine thinking, modify questions, construct images.
Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
Create sentences with fronted adverbials for when e.g. *As the clock struck twelve, the soldiers sprang into action.*
Use inverted commas and other punctuation to indicate direct speech.
Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.*
Read and analyse narrative.
Organise paragraphs in narrative.
Link ideas within paragraphs e.g. *fronted adverbials for when* e.g. *In the distance, a lone wolf howled.*
Generate and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases*, appropriate to text type.



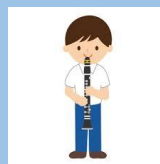
MFL- French- Les Boes

- Learn days of the week and months of the year. - Saying my age and my birthday. - Extending conversation with 'and you?' - Learning numbers to 30. - Describing hair and eye colour. - Development of phonics – sounds and blends. - Enjoying stories and songs. - Learning how to use a bi-lingual dictionary.

Music-

Wider Opportunities-

Taught by a Specialist Music Teacher from Bolton Music Service. All children will learn to play the Clarinet.



Physical Education

Gymnastics: To move confidently and safely in their own and general space, using changes of speed and direction.

To recognise how their body feel whilst still and when exercising
To watch, copy and describe what others have done.

Send and Receive-

Receive from a variety of heights, speeds, distances and angles.
Maintain control when dribbling with the ball.
Find space to pass and receive away from defending children.
Pass in different directions to maintain possession.



PSHE- Heartsmart

- I can suggest several ways that I can show love to myself.
- I can suggest several ways that I can show love to others.
- I am beginning to think about the consequences of the words we use.
- I can describe some consequences of using kind and unkind words.
- I can suggest some characteristics that I would like to see in my classroom.
- I can suggest some ways I can cultivate some of those characteristics.
- I can name someone that I trust and I can give one reason for why I trust them.
- I can list some characteristics of a healthy family life.

hearts.

Science- Electricity

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.
Know that electricity can be dangerous.
Recognise electricity sources can be mains or battery.
Know that batteries 'push' electricity round a circuit and can make bulbs and buzzers work.

Computing- Digital Citizenship

The children will be able to:

- talk about my digital footprint
- how my online identity can be different to my identity in 'real life'.
- the right decisions about how I interact with others and how others perceive me
- how to be respectful to others online
- how others can find out information about me by looking online
- ways that some of the information about me online could have been created, copied or shared by others
- some online technologies where bullying might take place
- why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them
- how using technology can distract me from other things I might do or should be doing

Religious Education-L2.1 What do Christians learn from the Creation story?

- Place the concepts of God and Creation on a timeline of the Bible's 'big story'
- Make clear links between Genesis 1 and what Christians believe about God and Creation
- Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)
- Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.

Mathematics -Place Value, Place Value-Decimals, Roman numerals, Counting including negative numbers
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.

Art

Children will be given a general overview of the role of an architect, before exploring a range of famous buildings from around the world. They will discuss which building they think looks best and why, and think about why their opinions may differ.
Each week we will be producing a piece of art using a variety of techniques using a different focus building from around the world.

These buildings are as follows:

- St Paul's Cathedral in London
- The Taj Mahal in India
- St Basil's Cathedral in Russia
- The Sydney Opera House in Sydney, Australia