



## Year 4 Curriculum overview - Autumn 1

	Week 1	Week 2	Week 3 -	Week 4	Week 5	Week 6	Week 7
<b>Key questions</b>							
<b>English</b>	<p><u>The Firework Maker's Daughter</u> <i>Hook, Read and Explore</i></p> <p>Hook - place fireworks around the room. Ask children what they could be? Where are they from? Look at the front of the book and read the blurb. Predict what the story is going to be about.</p> <p>Explore characters thoughts, feelings and motives through role play, diary writing.</p> <p>Make links to adventure stories they already know.</p> <p>Read sections of the text with increasing fluency. Note language styles and vocabulary.</p>	<p><u>The Firework Maker's Daughter</u> <i>Hook, Read and Explore</i></p> <p>Explore characters thoughts, feelings and motives through role play, diary writing.</p> <p>Compose, write, edit, improve and polish a character description based on the main character Lila.</p> <p>Teach similes, metaphors and explore VCOP, in particular adventurous adjectives.</p>	<p><u>The Firework Maker's Daughter</u></p> <p>Instructional texts</p> <p>Write an instructional text, 'how to make a firework'.</p> <p>Explore key structure and grammatical features of an instructional text and their purpose.</p> <p>Compose, write, edit, improve and polish.</p> <p>Teach imperative 'bossy' verbs.</p>	<p><u>The Firework Maker's Daughter</u> <i>Toolkit for writing</i></p> <p>Setting Description based on a jungle setting like that from The Firework-Maker's Daughter.</p> <p>Think about the 5 senses - touch, taste, sight, hearing and smell. Look at video clips of jungles.</p> <p>Engaging the reader in different ways using a range of sentence openers, prepositions conjunctions and interesting vocabulary</p> <p>Fronted adverbials (followed by a comma).</p>	<p><u>The Firework Maker's Daughter</u> <i>Compose, write, Edit, improve and polish</i></p> <p>Acrostic poems, based on the volcano like that from our book.</p> <p>Research volcanos - what do they look like, what do they sound like when they erupt.</p> <p>Similes Metaphor Personification Alliteration Powerful adjectives Expanded noun phrases</p> <p>Plan and draft adventure narrative using story mountain (clear build up, problem and resolution)</p>	<p><u>The Firework Maker's Daughter</u> <i>Compose, write, Edit, improve and polish</i></p> <p>Book review, publish adventure narrative story including a clear build - up, problem and resolution.</p> <p>Use everything previously taught in order to compose an effective narrative, including: setting and character descriptions, a range of powerful vocabulary, prepositions, a range of openers and conjunctions, and figurative language.</p> <p>Draft, compose and polish.</p>	
<b>Mathematics</b>	<p><u>Place Value</u></p> <p>-I can recognise the place value of each digit in a four-digit number. -I can order and compare numbers beyond 1000. -I can round any number to the nearest 10, 100 or 1000. -I can find 1000 more or less than a given number.</p>	<p><u>Place Value</u></p> <p>-I can recognise the place value of each digit in a four-digit number. -I can order and compare numbers beyond 1000. -I can round any number to the nearest 10, 100 or 1000. -I can find 1000 more or less than a given number</p>	<p><u>Addition</u></p> <p>-I can add two digit numbers mentally. -I can estimate to check answers to a calculation. -I can add numbers with up to 4 digits using the formal written methods of the columnar addition.</p>	<p><u>Addition</u></p> <p>-I can add two digit numbers mentally. -I can estimate to check answers to a calculation. -I can add numbers with up to 4 digits using the formal written methods of the columnar addition.</p>	<p><u>Subtraction</u></p> <p>-I can subtract two digit numbers mentally. -I can subtract numbers with up to 4 digits using the formal written methods of the columnar subtraction.</p>	<p><u>Subtraction</u></p> <p>-I can subtract two digit numbers mentally. -I can subtract numbers with up to 4 digits using the formal written methods of the columnar subtraction.</p>	<p><u>Measure</u></p> <p>-I can convert between different units of measure estimate, compare and calculate different measures, including money in pounds and pence. - I can solve simple measure and money problems involving fractions and decimals to two decimal places.</p>



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<b>Science</b>	<b>States of matter</b>					
	<ul style="list-style-type: none"> <li>I can sort and describe materials into solids, liquids and gases</li> <li>I can investigate gases and describe their properties.               <ul style="list-style-type: none"> <li>I can investigate materials as they change state.                   <ul style="list-style-type: none"> <li>I can explore how water changes state</li> </ul> </li> </ul> </li> <li>I can identify and explain the stages of the water cycle.</li> </ul>					
<b>History and Geography</b>	<b>Egyptians</b>					
	Who were the Ancient Egyptians?	What was life like in Ancient Egypt?	Mummies	Tutankhamun	Write like an Egyptian	Egyptian Gods
<b>Art and DT</b>	<b>Egyptians</b>					
<b>Computing</b>	<b>E-Safety and Digital Literacy</b> - Staying safe online (Using sites suitable for age).			<b>Mad About Ads</b>		
<b>RE</b>	<p><u>Harvest</u></p> <p>To support the learners to become religiously literate, this unit will provide opportunities to:  <i>Explore</i> religious stories and teachings about the environment and <i>identify</i> their impact on behaviour.</p> <p>EXPLORE: Learners should be able to link stories, beliefs and practices and explain their impact on believers and communities</p> <p>ENGAGE: Learners should be able to explain how stories and beliefs influence behaviour and help believers to make moral choices in relation to the environment / natural world.</p> <p>REFLECT: Learners should be able to link their own values and actions and consider the consequences of their actions for their actions for the environment/ natural world.</p>					
<b>British Values - PATHS</b>	<b>Everybody Matters</b>					
	<ul style="list-style-type: none"> <li>Formulating classroom rules. Why do we need rules?               <ul style="list-style-type: none"> <li>Reviewing PATHS and its meaning.</li> </ul> </li> <li>Co-operative learning skills - communicating in small groups.</li> <li>The Golden Rule - We treat everybody how we wish to be treated.</li> </ul>					
<b>P.E.</b>	<b>Dance</b>					
<b>Music</b>	<b>Charanga!</b>					
<b>Spanish</b>	<ul style="list-style-type: none"> <li>I can locate Spain on a European map.</li> <li>I can count from 0 - 10 in Spanish.</li> <li>I can greet people in Spanish.</li> </ul>					
<b>Reading</b>	<b><u>Detective Readers - Investigation Cards</u></b>					
	<ul style="list-style-type: none"> <li><u>Prediction</u> - Look at the title and picture on the front cover. Read the blurb on the back. What do you think this book will be about? Read sections one of the book: think carefully about what might happen next.</li> </ul>					



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- Silent Read / Paired Read / Group Read - Read silently and with interest for 20 minutes / Read aloud with accuracy and fluent pace. Begin to use intonation and expression.
- Re-Read and Clarify - As you re-read, make note of the words you're not sure of. Try and guess what the word might mean by reading the rest of the sentence. Write down your definition using synonyms or similes to help explain your understanding.
- Questions / Discussion (Guided Reading with teacher) - Think carefully of teacher like questions you could ask the others in your group. Use language frame to develop your oral contributions. Focus: retrieve, infer, deduce.
- Answer Questions Independently - Think carefully about how you (previously) answered the questions (orally) with your teacher. E.g. I think that... because it says in the text that... Did you enjoy this story and why?