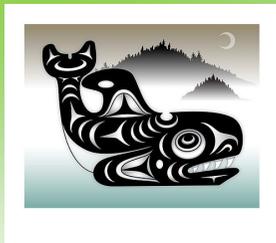


Art - Art influenced by the Polar regions and Inuit art

- Explore ideas by collecting visual and other information to help develop my work.
- Use different techniques to create an image.
- Communicate my ideas and meanings.



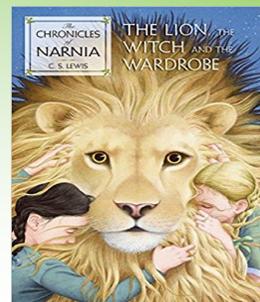
Music

- listen with attention to detail and recall sounds
- appreciate and understand a wide range of high-quality live and recorded music from different traditions, composers and



Year 4 Curriculum Plan Autumn Term 2019

Topic: Frozen Kingdom



Computing

Designing an interactive game

Skills:

- Design programmes that accomplish specific goals.
- Using sequencing and selection in programmes.
- Working with variables.
- Debug programmes that accomplish specific goals.



Designing a computer- controlled toy

Skills

- Design programmes that control simulated systems.
- Write programmes that simulate a physical system.
- Use logical reasoning to detect and correct errors.

Geography- Frozen Kingdom

Knowledge:

- name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn
- describe and understand key aspects of: physical geography - rivers, mountains .

-comparative study of Alaska to UK

Skills:

- Knowing the location and contexts of places they study and some significant other places.
- Describing a range of physical and human features of places studies.
- Using appropriate geographical terms.



PE

Autumn 1 & 2—Swimming

Autumn 1 & Autumn 2
Real PE (Social Skills)
(Team Building Skills)

Some skills we will be covering are:

- Copy , remember, explore & repeat simple actions, link & vary ideas with control & co-ordination.
- Apply compositional ideas to sequences and games, alone & with others.
- Describe my own & others work noting similarities & differences.
- Make suggestions for improvements and challenge myself.
- Work safely.
- Translate ideas from a variety of stimuli into movement.



RE-

Autumn 1 Hinduism focus

Autumn 2 Exploring Advent and Christmas around the world

Skills:

- Describe the key aspects of objects, places and people within religious practices and lifestyles and know their functions.
- Begin to recognise key similarities and differences.
- Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.
- Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions.
- Develop religious and moral vocabulary to describe key features and know beliefs and teachings for some religions.
- Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities including their own.

PSHE- 'New beginnings ' & ' Say No'

- Develop awareness of the wider community and local democracy.
- Develop understanding of rights and responsibilities.
- Environmental awareness and sustainability issues.
- Explore what feeling safe constitutes.
- Anti bullying



Science

Living things and their habitats

- recognise that living things can be grouped in a variety of ways.

- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

- recognise that environments can change and that this can sometimes pose dangers to living things.

Animals including Humans

- 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 skills, including:

- using results to draw simple conclusions, make predictions, suggest improvements and raise further questions

- asking relevant questions and using different types of scientific enquiries to answer them

- setting up simple practical enquiries, as well as comparative and fair tests



Spanish - EL CALENDARIO

Introduce the concepts of time; days of the week, seasons, months and dates. Numbers 0 – 31. Birthdays, ages, statements to describe the seasons.



Mathematics

Number and Place Value

- find 1000 more or less than a given number
- count backwards through zero to include negative numbers

- order and compare numbers beyond 1000

- begin to order and compare negative numbers

- 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 up to 10 000

Addition and Subtraction

- add and subtract numbers with up to 4 digits using formal written methods

- estimate and use inverse operations to check answers, explaining reasoning and beginning to ensure solutions make sense in the context of a problem

- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

- solve missing number problems involving addition and subtraction

Multiplication and Division

- instantly recall all facts for tables to 12 x 12

- use place value, known and derived facts to multiply and divide mentally

- begin to use formal methods of short multiplication and division

Measurement

- convert between different units of measure and solve problems based on these conversions



English - Class Novel: The Lion, the Witch and the Wardrobe

Grammar

- Revising use of paragraphs to structure writing

- Using a range of punctuation

- Understanding and using different sentence types (simple, compound and complex)

- Choosing nouns and pronouns for clarity and cohesion to avoid repetition.

- Understanding and using a wider range of grammatical terminology.(e.g. conjunctions, adverbs, prepositions to express time and cause)

FICTION: Stories set in imaginary worlds

- Children express own opinions using evidence from text and listen to views of others. Discuss the way that authors develop imaginary worlds over a series of books. For example, revealing more detail, introducing new characters.

- Improvise what would happen if new characters were introduced to an imagined world. Children work collaboratively to plan and write a longer story, organised into chapters, about an adventure in an imagined world.

POETRY:

Poems about the environment

- Read/Hear poems representing a range of simple forms.

- Perform poems, using actions and sound effects where appropriate to heighten awareness of form.

- Discuss the form of each poem, and identify distinctive features.

NON-FICTION: Explanation texts—David Attenborough, The Water Cycle

Biography: Scott of the Antarctic