

**Art** - Inuit Art (focus: The work of Kananginak Pootoogook)

-Explore ideas by collecting visual and other information to help develop work

-Use different techniques to create an image

-Communicate ideas and meanings

-Adapt and improve my own



**Music**

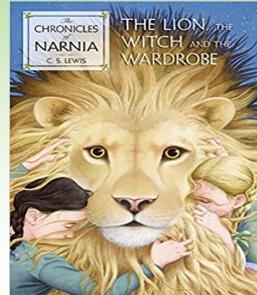
- listen with attention to detail and recall sounds

- appreciate and understand a wide range of high-quality live and recorded music from different traditions, composers and musicians



**Year 4 Curriculum Plan  
Autumn Term 2022**

**Topic: Frozen Kingdom**



**Computing**

**Computing systems and networks**

**Skills**

- To describe how networks connect to other networks
- To explain that the global interconnection of networks is the internet
- To recognise the need for security on the internet
- To know how to access the World Wide Web
- To describe the types of content/media that can be added, created, and shared on the World Wide Web
- To describe the current limitations of World Wide Web media
- To evaluate the reliability of content and the consequences of unreliable content
- To explain the benefits of the World Wide Web



Online Safety—What happens when I search online, how can I stay safe?

**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 and the UK

**Skills:**

-Knowing the location and contexts of places studied and some significant other places

-Describing a range of physical and human features of places studied

-Using appropriate geographical terms



**Physical Education**

**-Swimming - Dodgeball**

**-Fundamental Skills**

-In all units, pupils develop physical, social, emotional and thinking whole-child objectives. They will be asked to observe and recognise improvements in their own and others' performances and identify areas of strength and areas for development..

-In Dodgeball, pupils will improve on key skills such as throwing, dodging and catching. They will learn how to apply simple tactics to the game to outwit their opponent.

-Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. They will develop their ability to change direction with balance and control. They will explore how the body moves at different speeds as well as how to accelerate and decelerate.



**Religious Education**

**Autumn 1: Buddhism and Humanism**

**Autumn 2: Christianity**

**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 the 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—Being me in my World**

- Being part of a class team
- Being a school citizen
- Rights, responsibilities and democracy
- Rewards and consequences
- Group decision making
- Having a voice



## 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:

- 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

## 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)

#### 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

#### Fiction

##### Stories set in imaginary worlds

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

#### Non-fiction

**Information texts:** Aurora Borealis, arctic animals and indigenous peoples of the polar regions.

**Biography:** Explorers (Robert Falcon Scott's journey to Antarctica).

## Spanish - Me Presento



- Know how to count to 20 in Spanish.
- Ask somebody how they are feeling and give an appropriate response back.
- Ask somebody their age, name, where they live and reply.