

Art

Mosaics using small squares of paper on larger pieces of card.

Knowledge: Artists and architects –Traditional Roman mosaic designs.

Skills:

-explore ideas by collecting visual and other information to help develop their work.

-investigate visual and tactile qualities in materials and processes.

-communicate their ideas and meanings.

-design and make images and artefacts for different purposes.

-adapt and improve my own work.

DT

Souvenirs– Children design and create their own souvenir, using knowledge from our Geography Unit.

Knowledge: apply understanding of how to strengthen, stiffen, and reinforce more complex structures.

Skills

Design – use research and design to inform the design of innovative, functional and appealing products.

Make – select from and use a variety of different materials and components .

Evaluate – evaluate ideas according to the design criteria.



Alexandra
Primary School
Aspire, Perform, Succeed

Year 4 Curriculum Plan Autumn Term 2018

Topic:

Romans on the Rampage!



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- Europe

Knowledge:

- name and locate counties and cities of Europe.
describe and understand key aspects of: physical geography - rivers, mountains .

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.



RE-

Autumn 1 Hinduism focus

Autumn 2 Exploring the diversity of 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.

PHSE- '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

History– Romans on the Rampage

Skills:

- Call a period of time by its correct term.
- Recall dates.
- Recall similarities and differences in a period.
- Identify key people and main events and changes.
- Ask 'why' questions about events and changes to realise reasons.
- Show knowledge and understanding of people and main events and changes.
- Use sources of information to answer questions about the past.

Science

Sound:

- To identify how sounds are made, associating some of them with something vibrating.
- To recognise that vibrations from sounds travel through a medium to the ear.
- To find patterns between the pitch of a sound and features of the object that produced it .
- To find patterns between the volume of a sound and the strength of the vibrations that produced it.
- To recognise that sounds get fainter as the distance from the sound source increases.



Electricity:

Skills:

- Suggest a cause for an effect.
- Select appropriate equipment for a task.
- Select a variable to test.
- Make and record observations.
- Describe simple patterns in data.
- Link a cause to the effect I see in my data.

PE

Autumn 1– Team Building Skills
Real PE (Personal Skills)

Autumn 2- Swimming
Real PE (Social 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.



Mathematics

Number & Place Value

- solve number and practical problems that involve various calculations 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.



+ & -

Review, consolidate and extend all previous learning from this strand.

x & ÷

- 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.

Fractions and decimals

- find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths.
- round decimals with one decimal place to the nearest whole number.
- compare numbers with the same number of decimal places up to two decimal places.
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

- read, write and convert time between analogue and digital 12 and 24-hour clocks.
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry

Review and consolidate all previous learning in this strand.

Position and Direction

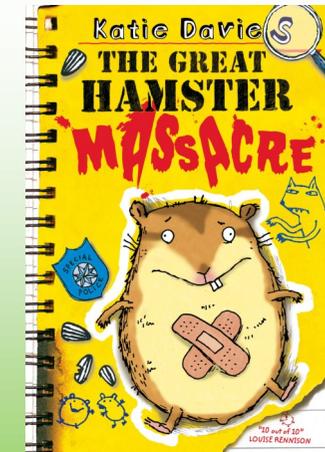
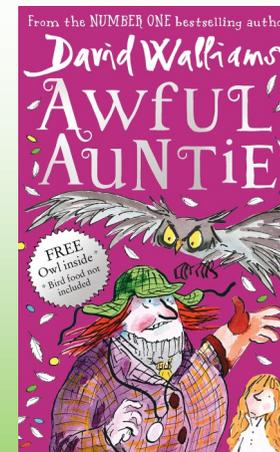
- plot specified points and draw sides to complete a given polygon.

Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

English

Class Novel: 'Awful Auntie' and 'The Great Hamster Massacre'



Topics:

Recounts and Newspapers
Stories set in imaginary worlds
Information texts
Poetry- creating imagery



Skills:

I can:

- Identify how talk varies with age, familiarity, gender and purpose
- Create roles showing how behaviour can be interpreted from different viewpoints.
- Use knowledge of different organisational features of texts to find information effectively.
- Explain how writers use figurative and expressive language to create images and atmosphere.
- Show imagination through the language used to create emphasis, humour, atmosphere or suspense.
- Use adverbs and conjunctions to establish cohesion within paragraphs.
- Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials).
- Use commas to mark clauses, and use the apostrophe for possession.
- Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words.