



Termly Curriculum Map - Autumn

Year Group: 4

Term:	Autumn 1	Autumn 2
Topic Name	Invaders and Settlers	
Key Texts	How to Live Forever by Colin Thompson	Beowulf by Michael Morpurgo (Usbourne children's edition to support lower learners)
Literacy	<p style="text-align: center;">Fantasy Story (4 weeks) How to Live Forever by Colin Thompson</p> <p>Within this narrative unit the children will create settings, characters and plot and identify the purpose and audience of the story, selecting appropriate form for their writing. They will also recap skills learnt in year 3 to embed previous skills. The children will be using expanded noun phrases including a rich and varied vocabulary and increasing range of sentence structure to add detail to their stories. They will also be learning to use paragraphs to organise ideas around a theme. Children will also use direct speech, inverted commas and other punctuation to indicate speech.</p> <p style="text-align: center;">Instructions (4 weeks) How to repot a mandrake.</p> <p>Children will be looking at a variety of instruction texts based on repotting a plant and making potions and analyse the features of these. They will be learning to use imperative verbs to begin sentences and adding adverbs for detail. They will also use rhetorical questions. In instruction texts the children will learn to use simple organisational devices and edit, evaluate and proofread their work.</p>	<p style="text-align: center;">Continuation of instructions.</p> <p style="text-align: center;">Persuasion (4 weeks) Were the Vikings right to invade?</p> <p>During this unit the focus will be on persuasive language, paragraphing and the use Simple, compound and complex sentences will be taught alongside a range of conjunctions to extend sentences. Our persuasive text will have a clear purpose and provide the reader with relevant information to engage the reader</p>
Grammar	Children will learn to: ensure all sentences are demarcated correctly and	Children will learn to: extend their use of expanded noun phrases in a

	<p>begin to vary the sentence choices used. Recap word classes, introduce direct speech and the correct punctuation that is needed as well as introducing expanded noun phrases.</p> <p>Revise year 3 spelling words, then spell words with the prefix in, im , il and ir and look further at homophones</p>	<p>sentence</p> <p>to add detail and use speech marks for quotations in a newspaper report. They will begin to use the correct punctuation for a fronted adverbial and ensure commas in a list are secure.</p> <p>Children will learn to spell words with the /shun/ sounds, as well as looking at the Year 3 and 4 common exception words.</p>
Word reading and comprehension	<p>Children will focus on clarifying words they do not know and be able to explain the meaning of these words in context. Children will develop their predictions in stories and be able to make an informed decision as to what happens next. Finally children will develop their opinions of books and feel confidence sharing these with their peers.</p>	<p>Children will continue to clarify words they do not know to be able to explain the meaning of these words in context. Children will be encouraged to share their opinions of texts and make informed decisions as to what they want to read next. We will focus on how we can infer from the text based on the information we gain from the text</p>
Cross-curricular writing	<p>Why should Christians live by God's rules? (RE)</p>	<p>Instructions – How to invade a Monastery. (History)</p>
Maths	<p>Number: place value</p> <p>During this unit, children will learn to recognise the place value of 4 digit numbers. They will be able to add and subtract 1/10/100/1000 from any given number. Children will be comparing and ordering numbers to 1000 as well as learning to round numbers to 10 /100/1000. This unit will also look at negative numbers and Roman Numerals.</p> <p>Number: addition and subtraction</p> <p>In the second half of this term, we will move on to adding and subtracting 4 digit numbers using formal written methods(column addition and subtraction). Children will apply their mathematical understanding of numbers to estimate and use the inverse operation to check answers as well as solve 2 step problems, choosing the correct operation and explaining why it is correct.</p> <p>(Please see our Calculation Progression document on our website for our school calculation strategies).</p>	<p>Measure: area</p> <p>During this short unit, children will measure and calculate the area shapes.</p> <p>Multiplication and division</p> <p>This unit will focus on the rapid recall of the multiplication tables up to 12 x 12 as well as their application in problems solving tasks. They will look at the effects of multiplying and dividing a number by 0 or 1 as well as multiplying 3 numbers together. Children will orally rehearse counting in 6,7,9,25,and 1000.</p> <p>This unit will introduce the distributive law to multiply a 2 digit number by a 1 digit number. Problem solving tasks will allow an opportunity to apply all these skills with integers and the unknown term, n.</p> <p>(Please see our Calculation Progression document on our website for our school calculation strategies).</p>

Key Instant Recall Facts (KIRFs)	Know all number bonds to 100 (multiples of 5 & 10).	Know all multiplication and division facts for 3x, 6x and 9x tables.
Science	<p>Biology: Living things (environment, habitats)</p> <p>In this unit, children will know that living things can be grouped and classified in a number of ways such as classifying living things according to whether they are vertebrates, using classification keys to identify and name living things. This will build on their KS1 knowledge of recognising different plants and animals and their habitats, as well as how they get their food. Children will also recognise that an environment can change due to a number of reasons and this can pose a threat to living things. Children will then use their knowledge of classifying animals in year 5 to look at different life cycles.</p> <p>(Please see Science knowledge organiser for essential knowledge and vocabulary to be learnt)</p>	<p>Chemistry: States of matter</p> <p>In this unit, children will learn the differences between solids, liquids and gases, classifying objects and identifying their properties. Children will work scientifically and collaboratively to set up experiments to investigate the melting point of different solids and the effects of temperature on evaporation. They will explore how water changes state, exploring melting, freezing, condensing and evaporating. They should be able to explain how these processes are related. Children will learn about the water cycle and write an explanation of this for a younger audience based upon a puddle.</p> <p>(Please see Science knowledge organiser for essential knowledge and vocabulary to be learnt)</p>
	Working scientifically (procedural knowledge) is taught throughout each unit.	
RE	<p>Christianity: People of God</p> <p>In this unit of work, children will: learn that the Old Testament tells the story of a particular group of people, the children of Israel known as the People of God and their relationship with God; learn that the People of God try to live in the way God wants, following his commands and worshipping him; explore the Christian belief that God promises to stay with them - something Christians know through Bible stories that show how God keeps his promises.</p>	<p>Christianity: Incarnation/God</p> <p>In this unit of work, children will: learn that Christians believe God is Trinity (Father, Son and Holy Spirit); explore the idea that Christians believe the Father creates, He sends the Son, who saves His people and the Son sends the Holy Spirit to His followers; learn that Christians find understanding God challenging but really want to try to understand Him better so try to describe God using symbols, similes and metaphors, in song, story, poems and art; understand that Christians worship God as Trinity and believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>
History	<p>Anglo Saxons - Invaders and Settlers</p> <p>Key Stage 2 History will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and</p>	

	<p>significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and in depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Children will discover different groups of invaders in Britain, as well as why, when and the impact it had on Life in Britain. Children will look carefully at sources of evidence to discover how we know about the past. Children will look at how religion changed across this period of History as well as significant people at this time.</p> <p>(Please see History knowledge organiser for essential knowledge and vocabulary to be learnt)</p>	
	Working historically (procedural knowledge) is taught throughout each unit.	
Computing	<p>Online safety</p> <p>Children will be learning how children can protect themselves from online identity theft. We will look at how information put online leaves a digital footprint or trail and that this can aid identity theft. We will identify the risks and benefits of installing software including apps and understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. We will identify appropriate behaviour when participating or contributing to collaborative online projects for learning and identify the positive and negative influences of technology on health and the environment. Children will understand the importance of balancing game and screen time with other parts of their lives.</p> <p>Touch typing</p> <p>Children will learn where to place their fingers on a keyboard to begin to type with fluency and increase speed. Children will be encouraged to look at the screen rather than the keyboard, checking for edits as they type. We aim</p>	<p>Writing for different audiences.</p> <p>In this unit, children learn that technology can be used to organise, reorganise, develop, and explore ideas, and that working with information in this way can aid understanding. It also gives children opportunities to discuss their experiences of using ICT and how it is used in the wider world.</p> <p>Children will be able to apply what they have learnt in this unit when identifying key points in a story or account, writing accounts in which details of character and action are used to interest the reader and using evidence and examples to support key points. The tool used for simulations during these lessons is 2Simulate.</p>
Music	<p>Pulse and rhythm</p> <p>Children will explore different pieces of music and learn to identify the beat, pulse and rhythm of these. Children will be encouraged to use body percussion: such as stamp, click, clap and slap different sections of the music. Children will be encouraged to appraise each piece and share these</p>	

	opinions with their peers.	
Art & DT	<p>Art -Portraits</p> <p>During this unit, children will study the work of Stanley Spencer and Degas, portrait artists. We will focus upon painting and printing skills. The children will learn how to add tone and texture to their work through shading, adding grey, light and dark. They will also use relief printing to add different textures, creating depth with layers to give 3D effects.</p>	<p>DT - Textiles</p> <p>In this unit children will continue to develop their sewing skills. Their ability to join and strengthen materials. Children will be introduced to a variety of stitches to create seams and how to create a pattern for their design. They will evaluate others and their own products focusing on audience and fitness for purpose. The children will apply their knowledge of two designers to create a final piece which will be linked to the History unit of work (Anglo saxons and Vikings).</p>
PSHE	<p>Being me in my world</p> <p>Children will learn how attitudes and actions make a difference to feeling welcomed in a group/team. They will learn about democracy and create a charter to understand how community's benefit from this.. We will also discuss empathy and decision making.</p>	<p>Celebrating difference</p> <p>Children will be focusing on assumptions people make and how these are influenced. We will be learning about bullying through witnessing it and problem solving situations. We will be recognising unique features of ourselves and how we are all individually special.</p>
MFL - Spanish		<p>During this term, children will have the opportunity to revise and consolidate their knowledge of colours, parts of the body, asking for a spanish translation, zoo animals and some letters of the alphabet We will then focus on the use of the verb - ser, meaning to be. Children will rehearse using this term in context both orally and in written form. Children will then look at Christmas-themed expressions.</p>
PE	<p>Gymnastics - Arching and Bridging</p> <p>This term we will learn to lead a warm- up and sustain intensity during PE. We will perform sequences that flow, displaying multiple skills and a range of dynamics. In addition we will perform more complex sequences with smooth transitions.</p> <p>We will gain the following knowledge how to use various dynamic effects to create aesthetically pleasing movement and how to use different levels</p>	<p>Dance - Vikings</p> <p>This term we will learn to lead a warm- up and sustain intensity during PE. We will create a dance from a stimuli- learning and creating motifs and linking them together.</p> <p>Knowledge- ACTION: Travel Stillness Gesture, Jump and Turn. SPACE: changes in level, direction and pathway RELATIONSHIP; Unison, mirror and canon.</p>

	for the same purpose	Knowledge- How to improve dance timing control, posture and extension.
	<p>Netball</p> <p>During this term we will be taking part in basic attacking and defending scenarios leading up small games of netball</p> <p>We will gain knowledge of the different passes and how to attack and defend as well as travel appropriately.</p>	<p>Invasion Games - Skills 3</p> <p>This term we will learn to lead a warm- up and sustain intensity during PE</p> <p>We will gain Knowledge- How to lose an opponent, how to signal to receive. How to position the body between opponent and ball to retain possession. Be aware of where the ball and your opponents are.</p> <p>We will practice through (Procedural) - Shielding a ball from an opponent, tracking and opponent and defending as a team. Moving into space and passing over medium distances whilst moving away from an opponent.</p>