



Year 4 – Curriculum Web (Autumn 2018)

GEOGRAPHY focus

Miss Ovey

Music

- Learn songs inspired by Africa, including using traditional African instruments to explore new lyrics, tone, pitch and volume linking to our science focus Sound
- Rehearsing Harvest and KS2 Christmas production pieces.

Faith and belief (RE and SMSC):

Developing understanding about the BIG IDEAS, such as:

- What is important to me?
- What is a belief?
- What is faith?
- What is a parable?
- How do Christians show their faith?
- What does Christmas mean to me and to others?

We will also be celebrating Harvest time with a service at St Sabinus, preparing for Christmas and our Christmas performance.

Africa is a country. True or false?

Do you think Africa is rich? Explain

What is the beating heart of Africa?

What makes Africa so special?

How did Nelson Mandela create change?

Spanish with Señora Overnay

We will learn numbers 1-20, Spanish alphabet and basic greetings. Also, appreciate songs/rhymes, listen and contribute to class and individual discussion.

How can you help me at home?

- Help them to practise the times tables at speed. By the end of the term, we need to be confident with times tables studied and know them off by heart.
- Help them to practise their spellings, including high frequency words. Please see the class webpage for the year group lists. Also, look at the class spelling display for new vocabulary.
- Help them to practise and perfect their own handwriting style, so that every grapheme is legible and everyone can read it back, including them. The aim is to use joined-up (cursive) handwriting consistently by the end of KS2.

Times tables challenge

We will practise all the times tables up to 12 in class and at home using songs, apps and games to help remember and apply them in our daily maths learning.

It is a requirement that by the end of year 4 all children know all the times tables. Regular practise at home will be of great benefit to your child to improve their number confidence.

Reading

We share daily whole class or small group guided reading sessions to explore a range of different texts: newspaper articles, narratives, webpages, non-fiction, persuasive writing (e.g. promotional leaflets) and images – What does a picture show us? How does it influence our choices?

★ Remember to read 5 times a week at home to practise your reading skills: clarifying word classes, making predictions, questioning and summarising. Don't forget 5 reads or more a week and you are in the year 4 book raffle!

Numeracy

This term in math we will be working together to share our learning skills including: reasoning, understanding, applying and evaluating. This will help us gain a greater understanding and will also help us identify areas we need more help with. We will work as individuals, with a partner and as a group. The maths will be taught through context to add meaning and relevance.

Our main aims are to:

This term our main aims are to:

Count in multiples of 1000

Find 1000 more or less than a given number

Recognize the place value of each digit in a four digit number (thousands, hundreds, tens and ones)

Order and compare numbers beyond 1000

Identify, represent and estimate numbers using different representations

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

Art

- Developing sketching skills in sketch books – fine line and shading.
- Exploring how to use different colours and art techniques, e.g. collage.
- Printing work linked to African art and designs.

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★WOW experience★

- A topic ambassador visiting the school.

★Skills building★

This term we're growing our learning power in class and at home by focusing on key skills that underpin how we learn and using a positive mind set to build on them.

Geography

- Using maps and atlases to locate the continent of Africa and knowledge of the countries that form it.
- What are the major countries called? What is the population? Where do most of the population live and why?
- Use physical geography maps to identify the different environments of Africa and explore if it does in fact have all the major environments on Earth.
- Links to poetry – using similes and metaphors that capture each of the environments of Africa.
- Use maps to locate the River Nile and key geographical aspect, e.g. where is the source? The mouth? How does the river influence the lives of people who live on or near it?

P.E.

Kwik cricket and swimming:

- Understanding what happens to the body when exercising.
- Describing and evaluating tactics and strategies as a team.
- Learning how to send and receive the ball accurately, the role of the batsman and fielders in a game.
- Water safety
- Water skills including different strokes

Dance:

- To learn a dance linked to our topic

Daily Physical Exercise

- We will be focussing on building stamina with our Daily Physical Activity (DPA), e.g. 1-mile challenge.

Literacy

Poetry - Tanka poems to revisit grammar terminology and to introduce new vocabulary. Exploring the differing landscapes of Africa and culminating in performance poetry.

Narrative writing – recreating from an alternative perspective a traditional Zulu story from African Tales

Information text writing – creating information leaflets/posters about endangered African wildlife to promote the importance of caring for our world and how we can make a change to protect it

Science (including Design and Technology and SMSC)

We will be focusing on becoming **scientific investigators**, using a range of scientific inquiries in the classroom and outdoors to develop scientific skills - predicting, observing, measuring, recording, fair testing, evaluating and explaining to understand **sound**

Big ideas, such as:

- Does sound travel?
- Why is hearing the most important sense for some animals?
- Is sound important to Africa?
- You can feel sound. True or false?
- Can you send a message using sounds without using your voice?

Computing

Learn how to keep safe online and in a digital world.

To use ICT to communicate and share ideas with a group.

- To use a range of hardware and software tools to create and record ideas for understanding or to present to a group, e.g. iPad, netbook and video camera.
- Programming and de-bugging using SCRATCH
- Word processing skills to include: logging-on, saving to different file paths, editing, changing the appearance of text and adding images.
- To access the Class 4 Blog to read/post comments