

**Curriculum Long Term Overview Map
Autumn Term 2016
Year Group - 4
Overall Theme: The World – Real, imagined and ancient**

SUBJECT	SUMMARY THEME	PROGRAMME OF STUDY
Literacy	<p>Author Study/Link:</p> <p><u>The World:</u></p> <p>- Real (geography)</p> <p>- Imagined (Harry Potter and the Philosopher’s Stone, JK Rowling) (1st half term)</p> <p>- Ancient (Ancient Egypt) (2nd half term)</p>	<p>Genre Coverage: Fantasy story, story with historical setting, recounts and newspaper reports, non-chronological reports and explanation texts</p> <p><u>Reading</u></p> <p>In this term, pupils in Year 4 will revise, consolidate and develop skills learned in previous years. In addition, they will be encouraged to develop pleasure in reading and encouraged to extend their knowledge and understanding of new vocabulary.</p> <p>Children will listen to, read and discuss a range of fiction and non-fiction in different forms e.g. A fantasy novel as a theme, stories with historical settings, recounts including newspaper reports, non-chronological reports and explanation texts. They will read books and texts for a range of purposes and respond in a variety of ways.</p> <p>In their reading, children will be encouraged to use punctuation to determine intonation and expression when reading aloud to a range of audiences. They will be taught to retrieve and record information from non-fiction texts.</p> <p><u>Writing (including grammar, punctuation and spelling)</u></p> <p>In writing, as in reading, children will revise, consolidate and develop skills learned in previous years. In addition, they will use their reading and analysis of narrative and non-fiction to discuss, plan and record their own ideas, developing their understanding of organising their writing into paragraphs. They will use a range of punctuation in their writing, including punctuation to indicate direct speech and commas to indicate grammatical boundaries within sentences.</p> <p>Children will learn about different groups of words and their functions (nouns, verbs, adjectives, adverbs and pronouns) and know what the article is in a sentence. They will learn to identify the tense of a sentence, rewrite sentences in past, present and future tenses and investigate how different tenses are formed.</p> <p>In sentence work, children will develop an understanding of noun phrases and adverbials, including the use of adverbs/ adverbials to create complex sentences and the ability to identify the main and subordinate clause.</p> <p>In writing activities, children will be encouraged to spell words as accurately as possible using their knowledge of phonics, spelling</p>

		<p>rules and dictionaries to check spellings. They will build on work done in Y2 and Y3 on prefixes, suffixes and homophones.</p> <p>Highlighted above are the speaking and listening opportunities</p>
Mathematics	<p>Autumn</p> <p>Number and Place Value</p> <p>Addition and subtraction, using inverse operation and problem solving</p> <p>Multiplication and division</p> <p>Geometry</p>	<p>During this half term pupils will revise, develop and consolidate skills learned in previous years and learn:</p> <ul style="list-style-type: none"> - to understand the Base 10 notion in which there are 10 numerals (0-9) and these can be organised in different ways to form any number. - to recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones) - to identify, represent and estimate numbers using different representations - to order and compare numbers beyond 1000 - to round any number to the nearest 10, 100 or 1000 - to count in multiples of 25 and 1000; moving onto counting in multiples of 6 - to find 1000 more or less than a given number <ul style="list-style-type: none"> - when it is appropriate to use mental and written methods of calculation - to understand the inverse relationship between addition and subtraction and use to check calculations - to add and subtract numbers with up to 4 digits using efficient written methods - to solve addition and subtraction two-step problems in contexts, deciding which operations to use and why <ul style="list-style-type: none"> - to recall multiplication and division facts for 1x, 2x, 5x, 10x tables moving onto 3x, 4x and 6x tables (first half term) - to continue to recall multiplication and division facts for above times tables moving onto 7x and 8x (second half term) (children will have an individual learning target for the times tables that they are working on) - to use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1 and dividing by 1 (and multiplying together three one digit numbers – second half term) - to recognise and use factor pairs and commutativity in mental calculations - to multiply 2-digit and 3-digit numbers by a 1-digit number using efficient written methods <ul style="list-style-type: none"> - to compare and classify shapes including triangles and quadrilaterals based on their properties and sizes - to understand the terms regular and irregular to describe shapes that have all equal sides and angles and those that do not - to identify lines of symmetry in 2D shapes presented in different orientations - to complete a simple symmetrical figure with respect to a simple line of symmetry - to describe positions on a 2D grid as coordinates in the first quadrant

Mathematics	<p>Measure, data handling and time</p> <p>Fractions</p> <p>Assessment</p>	<ul style="list-style-type: none"> - to plot specified points and draw sides to complete a given polygon - to identify acute and obtuse angles and compare and order angles up to two right angles by size - to convert between different units of measure (Eg. Kilometer to metre, hour to minute) - to measure and calculate the perimeter of a rectilinear figure (including squares) in centimeters and metres - to solve problems involving converting from hours to minutes; minutes to seconds; years to months and weeks to days - to read, write and convert time between analogue and digital to include 12 and 24 – hour clocks - to estimate, compare and calculate different measures, including money in pounds and pence - to learn the difference between discrete and continuous data. - to apply their knowledge of mental and written calculations when answering questions about the data - to solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs - to count up and down in hundredths; recognize that hundredths arise when dividing an object by a hundred and dividing tenths by ten - to solve problems involving fractions to calculate quantities and fractions to divide quantities - to recognize and show, using diagrams, families of common equivalent fractions <p>Formative and Summative assessment will be built in to assess each half term’s work.</p>
Science	<p>Autumn 1 Animals including humans</p> <p>Autumn 2</p> <p>Electricity</p>	<p>During this Science topic the pupils will be taught:</p> <ul style="list-style-type: none"> • To describe the simple functions of the basic parts of the digestive system in humans • To identify the different types of teeth in humans and their simple functions (link to PSHE awareness of dental hygiene and responsibilities in maintaining oral hygiene, correct method of brushing teeth and factors which prevent dental decay) • To construct and interpret a variety of food chains, identifying producers, predators and prey. <p>During this Science topic the pupils will be taught:</p> <ul style="list-style-type: none"> - To identify common appliances that run on electricity. - To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. - To identify whether or not a lamp will light in a simple series circuit (Is it part of a complete loop with a battery?). - To recognise that a switch opens and closes a circuit, associating this with whether or not a lamp lights in a simple series circuit. - To recognise common conductors and insulators, associating metals with being good conductors.

<p>History</p>	<p>The Ancient World – Ancient Egypt (2nd half term)</p>	<p>During this History topic the pupils will be taught: who the earliest civilisations were, where and when they appeared and undertake an in-depth study of Ancient Egypt. They will learn about and use vocabulary associated with the passing of time e.g. ancient, modern, BC, AD and be able to use dates and historical language in their work. They will also be taught to draw and use timelines to outline different periods of time. Children will learn about different aspects of Ancient Egyptian society e.g. food and farming, the importance of the Nile, Pharaohs, pyramids and tombs, hieroglyphics, the afterlife</p>
<p>Geography</p>	<p>Where in the world have you been? Where in the world is Egypt? (1st half term)</p>	<p>In this half term children will discuss where they have been during the summer holidays. They will locate these places on maps, in atlases and on globes using the vocabulary town, city, village, county, country and continent. Children will learn what the difference is between Great Britain, The United Kingdom and the British Isles and be able to identify and locate these on a map. In preparation for their history study, children will learn where in the world Egypt is and locate it on a map and a globe. They will learn which continent Egypt is part of and begin to name and locate its surrounding countries. Differences in weather and climate compared to the UK will be discussed. Children will learn about some of the features of Egypt's capital city and begin to learn some of the names of other capital cities, beginning in Europe.</p>

<p>Art</p>	<p>Facial features and emotions</p> <p>Ancient Egyptian Tomb Paintings</p>	<p>During this term the pupils will be taught:</p> <ul style="list-style-type: none"> • To be able to draw facial features showing attention to detail • To understand the key facial features of emotions • To understand the correct structure and proportions of the face • To understand how colours are associated with moods <ul style="list-style-type: none"> • To develop an understanding of the reasons for and processes involved in the work of Ancient Egyptian tomb painters and craftsmen, discussing media used, colour, textures and content. • To collect visual information as a stimulus for further work. • To explore a range of processes and materials to recreate Egyptian tomb art themes and effects
<p>D and T</p>	<p>Design and make a model of a Christmas Tree that incorporates a circuit</p>	<p>In this term children will learn:</p> <ul style="list-style-type: none"> - to measure and mark square section, strip and dowel accurately to 1cm. - to create shell or frame structures, strengthen frames with diagonal struts. - to make structures more stable by giving them a wider base. - to prototype frame and shell structures. - to incorporate a circuit into a model. - to incorporate a bulb - to use finishing techniques appropriate to the theme
<p>PE</p>	<p>Autumn 1</p>	<p>Invasion Games:</p> <ul style="list-style-type: none"> • To play games with fluency and accuracy, using a range of throwing and catching techniques. • To find ways and use a variety of simple tactics for attacking well (keeping possession of the ball as a team and getting into position to score). • Understand that they need to defend as well as attack.

	Autumn 2	<ul style="list-style-type: none"> • Lead a partner through short warm up routines. <p>Gymnastics:</p> <ul style="list-style-type: none"> • To plan and perform a range of basic actions and balances and use them to put together a short sequence. • To remember and repeat short sequences with some changes in level, direction or speed. • To watch, describe and suggest possible improvements to others' performance. • To carry out warm up and cool down exercises safely. <p>Sports Hall Athletics:</p> <ul style="list-style-type: none"> • To develop the children's technical understanding of a range of indoor athletic activities. • To learn how to set targets and improve their performance in a range of running, jumping and throwing activities. • To develop an understanding of how to achieve the greatest speed, height, distance or accuracy • To understand the basic principles of warming up and cooling down. <p>Dance</p> <ul style="list-style-type: none"> • To respond imaginatively to a range of stimuli (linked to Ancient Egypt) related to mood, character and narrative. • Use simple motifs and patterns to structure dance phrases on their own, with a partner and in a group. • Refine, repeat and remember dance phrases and whole dance routines. • Show a clear understanding of how to warm up and cool down safely.
RE	Autumn 1 God, David and the Psalms Autumn 2 Christmas light	<p>During this unit, pupils will:</p> <ul style="list-style-type: none"> - discuss important values - read the stories of David and consider the qualities of kingship and friendship - explore the nature of God and create images to illustrate the Psalms <p>During this unit pupils will:</p> <ul style="list-style-type: none"> - explore the Christian concept of Jesus the 'Light of the World' - read chapter one of John's Gospel - talk about Christingle services and symbolism - discuss how Christians reflect the light of Jesus in their lives - consider how the behaviour of the pupils can bring light into the lives of others - explore the symbolism of light in other faiths; eg: Hanukkah (Jewish festival of light)
Music	First Access music tuition	<p>After a brief history of the Steel Pans, Y4 will study:</p> <p><u>Rhythm</u></p> <p>The group will learn to interpret, perform and understand rhythms.</p>

	<p>Autumn 2:</p> <p>My local area, your local area</p>	<ul style="list-style-type: none"> · To listen and show understanding of familiar phrases and sentences · To be able to ask and answer several simple questions with a rehearsed response · To be able to read and recognise some familiar phonemes in familiar words and pronounce correctly when modelled · to be able to read and show understanding of simple familiar phrases and short sentences. · To be able to say a simple phrases to describe where something is Language to be taught: · Recap on greetings and questions and answers learnt last year E.g. name, feelings, age, where you live · Recap on days of the week and months of the year and how to say and write the date in French · Recap on numbers to 20 and how to write (focus on phonemes). Begin to extend to 31. · Learn the names of classroom objects and how to ask for these in French E.g. ‘Have you...?’ Yes I have/No I haven’t · Look at pictures of a French school and compare with their school. What is the same? What is different? · Learn the names of shops and places in a town or city. · Learn to ask and answer the question, ‘Where is....?’ · Learn to understand, follow and give simple directions: turn left, turn right, go straightahead. <p><u>Autumn 2</u></p> <p><u>Language to be taught:</u></p> <ul style="list-style-type: none"> • <i>Where is (+ shops)</i> • <i>Here is (+ shops)</i> • <i>There is / there are</i> • <i>Names of everyday shops</i> • <i>Gift items</i> • <i>I would like</i> • <i>Left/right/straight ahead</i> <p><u>Grammar and Phonics</u></p>
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