

Y4 Autumn Overview

Writing		Maths	
<p><i>Genres covered:</i> Instructional Writing, Diary Entry, Narrative, Recount, Setting Description, Letter Writing, Poetry, Newspaper Report, Character Description, TV News report</p> <p><i>Cross curricular:</i> Make a fact file about Anglo-Saxon life</p> <p><i>Other focus:</i> Varied sentence openers, using a dictionary, legible fluent handwriting. Editing and correcting a piece of writing. Texts covered: How To Train Your Dragon (fiction) Dreamgiver (Film unit)</p>		<p><i>Objectives:</i></p> <p>Place Value</p> <ul style="list-style-type: none"> -Represent numbers to 1,000 -Partition numbers to 1,000 -Number line to 1,000 -Thousands -Represent numbers to 10,000 -Partition numbers to 10,000 -Flexible partitioning of numbers to 10,000 -Find 1, 10, 100, 1,000 more or less -Number line to 10,000 -Estimate on a number line to 10,000 -Compare numbers to 10,000 -Order numbers to 10,000 -Roman numerals -Round to the nearest 10 -Round to the nearest 100 -Round to the nearest 1,000 -Round to the nearest 10, 100 or 1,000 	
SPAG			
<p><i>Objectives:</i></p> <ul style="list-style-type: none"> Use capital letter for names and beginning of sentences and full stops Fronted Adverbials Singular and Plural Nouns Pronouns Determiners Standard English 	<ul style="list-style-type: none"> Prepositions to Express Time and Cause Plural and Possessive '-s' Commas Compound Words Adverbs to Express Time and Cause 		
Spelling			
<p><i>Objectives:</i></p> <ul style="list-style-type: none"> -Homophones -Prefix in-/ir- -Prefix sub- -Prefix inter- -Challenge Words 	<ul style="list-style-type: none"> -Suffix -ation to form nouns -Adding -ly to adverbs -Adjectives to adverbs -‘sh’ sound spelled ‘ch’ -Challenge words 		
Reading			
<p><i>Texts covered:</i> How To Train Your Dragon (fiction), The Princess and the Pea (Write Stuff Unit), Dreamgiver (Film Unit)</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> -Predict what might happen from details stated and implied 		<p>Addition and subtraction</p> <ul style="list-style-type: none"> -Add and subtract 1s, 10s, 100s and 1,000s -Add up to two 4-digit numbers - no exchange -Add two 4-digit numbers - one exchange -Add two 4-digit numbers– more than one exchange -Subtract two 4-digit numbers - no exchange -Subtract two 4-digit numbers - one exchange 	
		<p>Measurement: Area</p> <ul style="list-style-type: none"> -What is area? -Counting squares -Make shapes - Compare area <p>Multiplication and division</p> <ul style="list-style-type: none"> -Multiply by 10 & 100 -Divide by 10 & 100 -Multiply by 1 & 0 -Divide by 1 and itself -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 formal written layout. -To divide 2-digit and 3-digit numbers by a 1-digit number using formal written layout with no remainder. 	

<ul style="list-style-type: none"> -Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -Making comparisons with and across books -Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views. 	<ul style="list-style-type: none"> -Subtract two 4-digit numbers – more than one exchange -Efficient subtraction -Estimate answers -Checking strategies 	
Geography	History	
<p><u>The World Around Us</u> Why do places change? How has my local area changed in the past? How and why does the quality of the environment change in my local area? How do NASA satellite images inform us of environmental change on a global scale? How has my local area changed in the past? Use digimaps for schools in computer room to look at old maps of Dearham.</p>	<p>Who were the Anglo Saxons and how do we know what was important to them? Who were the Anglo-Saxons? Why did the Romans leave Britain? Why did the Anglo-Saxons want to settle in Britain? What was it like in an Anglo-Saxon village and why didn't they choose to live in the towns the Romans left behind? Who was Alfred the Great? How did the Anglo-Saxons find out about Christianity?</p>	
<p><i>Cross Curricular:</i> Links with Art – David Hockney landscape painting.</p>	PE	
	<p>Hockey -I can delay an opponent and help to prevent the other team from scoring. -I can dribble, pass, receive and shoot the ball with increasing control. -I can move to space to help my team to keep possession and score goals. -I can provide feedback using key terminology and understand what I need to do to improve. -I can use simple tactics to help my team score or gain possession. -I share ideas and work with others to manage our game. -I understand the rules of the game and I can use them often and honestly.</p> <p>OAA -I can accurately follow and give instructions. -I can confidently communicate ideas and listen to others.</p>	<p>Football -I understand the rules of the game and I can use them often and honestly. -I can delay an opponent and help to prevent the other team from scoring. -I can dribble, pass, receive and shoot the ball with increasing control. -I can move to space to help my team to keep possession and score goals. -I can provide feedback using key terminology and understand what I need to do to improve. -I can use simple tactics to help my team score or gain possession. -I share ideas and work with others to manage our game.</p> <p>Fitness -I can collect and record my scores and identify areas I need to improve. -I can use key points to help me to improve my sprinting technique.</p>

	<p>-I can identify key symbols on a map and use a key to help navigate around a grid.</p> <p>-I can plan and apply strategies to solve problems.</p> <p>-I can reflect on when and why I was successful at solving challenges.</p> <p>-I can work collaboratively and effectively with a partner and a small group.</p> <p>Swimming</p> <p>-Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>-Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>-Perform safe self-rescue in different water-based situations.</p>	<p>-I share ideas and work with others to manage activities.</p> <p>-I show balance when changing direction at speed.</p> <p>-I show control when completing activities to improve balance.</p> <p>-I show determination to continue working over a period of time.</p> <p>-I understand there are different areas of fitness and that each area challenges my body differently.</p>
Science	RE / PSHE	
<p>Living things and their habitats</p> <p>I can recognise that living things can be grouped in a variety of ways</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>I can recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Animals, including humans</p> <p>I can describe the simple functions of the basic parts of the digestive system in humans</p> <p>I can identify the different types of teeth in humans and their simple functions</p> <p>I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><u>What do different people believe about God?</u></p> <ol style="list-style-type: none"> 1. Who is Christian / Muslim / Jewish and what do they believe? 2. Why do some people believe God exists? 3. Do we need to prove God's existence? <p>-What do I think about believing in God?</p> <p>-What do Christians believe about God?</p> <p>-What do the stories of Moses and the Burning Bush and of Saint Paul's conversation tell us about God in Christianity?</p> <p>-What do Muslims believe about Allah? (The Arabic word for God is Allah)</p> <p>-What do Muslims believe about the Holy Quran, Allah's gift to humanity?</p> <p>-How do Hindu people show what they believe about gods and goddesses?</p> <p>-Why are three of the Gods of the Hindu way especially important?</p> <p>-What difference does it make to life if you believe there is no God?</p> <p>-What are the similarities and differences between different ideas about God?</p> <p>-What have we learned about ideas of God from Hindus, Christians, Humanists and Muslims?</p> <p><u>Family and Relationships</u></p>	

	<p>Understand that manners vary in different situations. Understand boundaries in friendships, including physical boundaries and expectations. Understand that what they do and say affects other people. Understand the impact of bullying and the role bystanders can take. Recognise male and female stereotyped characters. Understand that stereotypes about disabilities are usually untrue. Understand that families are all different and they offer each other support but sometimes they can experience problems. Know what bereavement is and how to support someone who has experienced a bereavement.</p> <p><u>Health and Wellbeing</u></p> <p>Identify and share key facts about dental health. Describe a calm place that helps them to feel relaxed. Describe how they feel when they make a mistake and explain what can be learned from making mistakes. Write or describe their strengths and how they could use these in school. Describe what makes them happy, suggesting how they could work towards this as a goal. Explain that there are some things they can control and others they cannot. Understand the range of emotions we can experience. Understand what mental health is and that sometimes people might need help.</p>		
	Computing		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="1117 1078 1630 1332"> Coding: -Design, Code, Test and Debug -If Statements -Co-ordinates -Repeat Until and IF/ELSE Statements -Number Variables -Making a Playable Game </td> <td data-bbox="1630 1078 2145 1332"> Internet Safety: -Going Phishing -Beware Malware -Plagiarism -Healthy Screen-Time </td> </tr> </table>	Coding: -Design, Code, Test and Debug -If Statements -Co-ordinates -Repeat Until and IF/ELSE Statements -Number Variables -Making a Playable Game	Internet Safety: -Going Phishing -Beware Malware -Plagiarism -Healthy Screen-Time
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Art	Design Technology		
Pointilism – Seurat & Van Gogh -to create sketch books to record their observations -use sketchbooks to review and revisit ideas	Automata animals – links to science topic Animals, Including Humans -I can research ideas about different animals to inform my design. -I can explain how simple cam mechanisms work.		

<p>-to improve their mastery of art and design techniques, including painting with a range of materials -Learn about great artists in history</p> <p>Collage -picture books (linked to 'Princess and the Pea')</p>	<p>-I can research ideas about different animals to inform my design. -I can use research and develop design criteria to inform my design. -I can build a framework, accurately using a wider range of tools and equipment. -I can understand and use a mechanical system.</p> <p>Food Technology Make an Apple Crumble supplied by apple tree from classroom garden. –Links to Science topic Living Things and their Habitats. -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
Music	MFL
<p>Rock and Roll Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence. Independently play their part with some awareness of the other performers.</p>	<p>Ask and answer questions on several topics</p> <p>Read and understand a range of familiar written phrases</p> <p>Know about some aspects of everyday life and compare them to their own.</p>