



English	Maths	Science	Computing	RE
<p><u>Stories With Historical Settings</u> Children will study the text 'A Pig Called Henry' by Karen Wallace. They will then write their own story set in the Tudor times.</p> <p><u>Stories with Issues & Dilemmas</u> Children will study a variety of stories that include issues and dilemmas including 'Sam's Duck' by Michael Morpurgo. They will then write their own story containing a dilemma.</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> Explore and use the possessive apostrophe with singular proper nouns. Investigate Homophones Develop strategies for learning words: words from statutory and personal spelling lists. 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Read and write numbers to at least 10,000. Recognise the place value of each digit in a four digit number. Find 0.1, 1, 10, 100 or 1000 more or less than a given number. Order and compare numbers beyond 1000. 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. Identify the value of each digit to two decimal places. <p><u>Decimals & Fractions</u></p> <ul style="list-style-type: none"> Count up and down in hundredths. Recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. Write amounts of money using decimal notation. Order and compare numbers with the same number of decimal places up to two decimal places. <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction. Estimate and use inverse operations to check answers to a calculation. Add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place. Solve addition and subtraction two-step problems in contexts deciding which operations and methods to use and why. <p><u>Properties of Shape</u></p> <ul style="list-style-type: none"> Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Identify acute and obtuse angles and compare and order angles. Identify lines of symmetry in 2D shapes. Use a variety of sorting diagrams to compare and classify numbers and geometric shapes. <p><u>Time</u></p> <ul style="list-style-type: none"> Read, write and convert time between analogue and digital 12 and 24-hour clocks. 	<p><u>Sound</u></p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations produced by it.</p> <p>Recognise that vibrations of sound travel through a medium to the ear, by exploring how high and low sounds are created.</p> <p>Find patterns between the pitch of a sound and the features of the object that produced it, by exploring and creating musical instruments and explaining how they change the pitch of a sound.</p> <p>Recognise that sounds get fainter as the distance from the sound increases.</p>	<p><u>Programming</u></p> <p>The children will:-</p> <ul style="list-style-type: none"> Use a variety of tools to create a program Use an efficient procedure to simplify a program Recognise an error in a program and debug it Know to keep testing the program while putting it together Recognise that an algorithm will help to sequence more complex problems Recognise that using algorithms will also help solve problems in other learning such as Maths Children to build up their programming skills using Hopscotch to create a simple game that involve a repeat, collision and move function. Test the game whilst making it and correct any errors in the programming and any errors in the algorithm used for the game. <p><u>Multimedia</u></p> <p>Children will:-</p> <ul style="list-style-type: none"> Change the appearance of text to increase its effectiveness Create, modify and present documents for a particular purpose Use an appropriate tool to share work Give constructive feedback to friends, improve work and consider own work in the same way Explore new media to extend achievement Create a class comic Show understanding of fair testing through a comic strip <p><u>Online Safety</u></p> <p>Children will:-</p> <ul style="list-style-type: none"> Know what happens to images online Understand what should you keep safe Know that anything I post online can be seen by others <p><u>Technology in our lives</u></p> <p>Children will:-</p> <ul style="list-style-type: none"> Think about the reliability of information on the World Wide Web Identify key words to use when searching safely on the World Wide Web Check who owns photos, text and clipart Look at websites that provide false information Use key words to search for content on the web and find out who it belongs to Consider the issue of plagiarism and it could affect them. 	<p><u>Islam</u></p> <p>Key Question- What is expected of a person in following a religion or belief?</p> <ul style="list-style-type: none"> Develop understanding of the idea of commitment. Discuss what commitment is. Do the children feel they have any commitments? Know the five basic duties for a Muslim. Explore the idea of duties Children to explore the festival of Ramadan. <p><u>Christianity</u></p> <p>Key Question - How do religious families and communities practice their faith?</p> <ul style="list-style-type: none"> Children to think about - What festivals do Christians celebrate? How do Christians prepare for Christmas? Understand why Christians celebrate Christmas Explore how Christians celebrate Christmas to remember Jesus' birth Look at the Christmas Story Discuss ways to help in the community at Christmas e.g Christian Christmas Charities To think about which celebrations are important to them





<p>History</p> <p>Children study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - The Tudor Period.</p> <p>Children will learn to place events, people and changes into correct periods of time.</p> <ul style="list-style-type: none"> Children will be able to create a timeline of Tudor Kings and Queens. <p>Children will recognise that the past is represented and interpreted in different ways, and give reasons for this.</p> <ul style="list-style-type: none"> Children will look at Tudor artefacts to gain an understanding of Tudor life. Children will study the lives of King Henry VIII and compare and contrast the relationships from the viewpoint of King Henry VIII and his wives. <p>Children will communicate their knowledge and understanding in a variety of ways.</p> <ul style="list-style-type: none"> Children will create a PowerPoint presentation about one of King Henry VIII's wives to present to the class. <p>Children will learn about the characteristic features of the Tudor period and society, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <ul style="list-style-type: none"> Children will gain an understanding of life in the Tudor period including food, crime and punishment, childhood, religion and medicine. <p><u>Speke Hall Visit</u></p> <ul style="list-style-type: none"> Children will look around the outside and inside of the Hall, looking at the way the house was built and the family that built it. Children will be given the chance to learn a simple dance, and see some replica costumes. They will hear 	<p>Geography</p> <p>Children will use maps, atlases, and globes to locate continents and countries of the world.</p> <p>Children will be able to locate the counties and major cities of the United Kingdom.</p> <p>To compare how our town looks today to how it might have looked in Tudor times.</p> <p>Use a map to locate Ormskirk.</p> <p>Investigate the human features and physical features of Ormskirk in Tudor/modern times.</p> <p>Children will discuss how Tudors explored the world and their discoveries. Begin to understand that the Tudor times were a time for great exploration and discovering new lands.</p> <p>Children will investigate the explorers Christopher Columbus, Walter Raleigh and Francis Drake.</p>	<p>Art</p> <p>Children will learn how visual and tactile elements including pattern, texture, line, tone, shape and form can be combined.</p> <p>Children will study the work of King Henry VIII's 'King's Painter' Hans Holbein and create their own Tudor portraits using line, shape, shading and tone.</p> <p>Children will create a Tudor rose using clay.</p>	<p>Design Technology</p> <p>Children will be able to select tools, techniques and materials to cut and shape materials to create a picture frame. They will then evaluate their frame and use finishing techniques to strengthen and improve the appearance of their picture frame.</p> <p>Children will learn about Tudor food. They will be able to describe the main foods of the Tudor diet and recognise that there was a difference between the diets of the rich and the poor in Tudor times. Children will compare the differences between the Tudor diet and our diet and can give reasons for this.</p>	<p>Languages - Spanish</p> <p>Spanish will commence in the Spring term.</p>	<p>Music</p> <p>During our music lessons we will;</p> <ul style="list-style-type: none"> Use voices to sing songs, chants and rhymes. Create musical patterns. Explore ideas and feelings about music using movement, dance and musical language. Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used.
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Year 4 Curriculum Overview - Autumn Term



about life in Tudor times and also see how the house and family were affected by religious and political changes between 1530 and 1598. Children will make a pomander, a 16th Century scented ball which was used for health and hygiene, look at two replica costumes and replica artefacts to discover what a Tudor Boy and Girl would have worn; and how table settings were an indication of wealth and status. They will compare the differences between rich and poor Tudors. Children will then use their literacy skills to write a diary entry for a Tudor boy/girl and write a recount of their Speke Hall trip.

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