



Curriculum Information Sheet Autumn Term 2020

Year 4: Respectful Rhinos & Humble Hippos

September 2020

Dear Year 4 parents/carers,

Welcome to the new academic year 2020 - 2021. We pray you and your loved ones are safe and well. We will be spending the first four weeks of this term working on a 'Recovery Curriculum'. There are five main aspects to the recovery curriculum:

- Restoring Relationships
- Community
- Resilience
- Metacognition
- Place

*Due to the corona virus pandemic, we have had to make some changes to the curriculum to create time to cover the most important missed content whilst continuing to deliver an ambitious and inclusive curriculum.*

*During the first half of the Autumn term, we will focus on the teaching of core subjects, i.e. Maths, Reading, Writing and Science. Alongside focused teaching of basic skills, we will deliver PSHE and PE provision that focuses on children's physical, emotional and mental well-being and supports pupils to reintegrate back into school life. We will continue to use cross-curricular links effectively to ensure that children are accessing a broad and balanced curriculum under the current circumstances. Yoga, Sanskrit, Music and PRE lessons will continue to be taught by specialist teachers.*

*Towards the end of the second half-term, we will begin to re-introduce foundation subject such as Art and DT, Humanities (History and Geography) and Computing. The Department for Education's statutory guidance is asking schools to aim to return to the school's normal curriculum in all subjects by summer term 2021. Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment. This will take place at the beginning of September 2020.*

*Please use the information below as general guidance and keep in mind that our curriculum is currently subject to change based on the needs of our pupils.*

ENGLISH



**Core Texts:**

*The Pot of Wisdom - Anansi Stories* by Adwoa Badoe & Baba Wague Diakite  
Narrative - character and setting description, drama, writing own story in style of ones read

*Africa is Not a Country*, by Margy Burns Knight & Michael Melnicove  
Poems, Non-Chronological reports, Newspaper articles, letters, poetry

*Mufaro's Beautiful Daughters* by John Steptoe

Narrative - character dialogue and setting description, drama, rewriting of the story from another character's point of view

We will be continuing focusing on improving our own writing through drafting and editing. We will be using a weekly big write to work on the children's stamina and quantity of writing; writing longer, more detailed pieces whilst building on the sentence structure and grammar work, they have already covered. We will begin to look at the progressive and

perfect past and present tense and will continue to work from key texts developing a more comprehensive understanding of texts using greater inference skills.

### **Speaking, Listening and Responding**

Children will have opportunities to work in groups of different sizes, independently and in pairs or as a whole class. Through discussions children will be encouraged to use both in spoken language and in their writing:

- Speak with clear diction, choose words with precision and organise what they say
- Compose sentences for writing using the correct tense
- Adopt the role of different characters and use vocabulary associated with them
- Tell real and imagined stories using the conventions of familiar story language
- Explain ideas and processes using language and gesture appropriately
- Discuss similarities and differences between the different stories
- Interpret illustrations

### **Reading**

- To find clues in the text and be able to talk about what children think
- Sequencing a story and retelling it
- Fluency in reading known and unknown text
- To infer and explain thoughts using evidence from the text
- Retrieve information from a text
- Make links to other themes and conventions



Children will be listening to, sharing and discussing a wide range of books in class with the teacher, other adults and each other through a variety of lessons, guided reading sessions and individual reading.




Pupils will be encouraged to participate actively in discussions of new word meanings so that they can build up a wider range of vocabulary and understand what they hear or read.

Emphasis will continue to be placed on improving children's comprehension skills, particularly their inference skills.

### **Writing/SPAG**

- Introduce the idea of tenses in verbs
- Suffixes and prefixes
- Perfect and progressive past and present tense.
- First and Third person
- Extended clause including embedded clauses, subordinate clauses, conjunctions and fronted adverbial phrases.
- Non-fiction writing
- Comprehension activities
- Identify key themes in texts
- Homophones and near homophones
- Apostrophes possessive and plural
- Technical vocabulary
- Use of basic punctuation (capital letters, full stops, question marks, exclamation marks, commas) consistently, developing on to use advanced punctuation (brackets, semi/colon, inverted commas, dash, ellipsis) confidently
- A focus on neater handwriting with increased legibility and consistency. The quality of handwriting should reflect a clear aim to obtain a pen licence by the end of year 4.

	<ul style="list-style-type: none"> <li>• There will be separate weekly spelling lessons in class time to work on the children's spellings. A half termly spelling booklet will be given beforehand to help raise awareness of the spelling rule and spellings for each week</li> </ul>
<p style="text-align: center;"><b>MATHS</b></p> 	<p>Each week the children will be challenged on the key areas of Year 4 maths curriculum. The principal focus is to ensure the children become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value and develop a problem-solving attitude towards Mathematics.</p> <p>We will be developing their skills in:</p> <p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>• become familiar with and represent numbers up to 1000</li> <li>• understand that a 3-digit number is made up of 100, 10 &amp; 1's</li> <li>• estimate, work out and write 3-4-digit numbers on a number line</li> <li>• rounding 3-4-digit numbers to the nearest 10/100</li> <li>• represent 4-digit numbers up to 9,999</li> <li>• understand that a 4-digit number is made up of 1000, 100, 10 &amp; 1's</li> <li>• partitioning a 4-digit number in a variety of ways</li> <li>• estimate, label and draw numbers up to 10,000, on a number line</li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>• revise prior knowledge of adding and subtracting 100, 10 &amp; 1's</li> <li>• adding 3-digit to 4-digit numbers, using the formal method, without exchange</li> <li>• adding two 4-digit numbers, using the formal method, with one exchange</li> <li>• adding two 4-digit numbers, using the formal method, with multiple exchanges</li> <li>• subtract two 4-digit numbers, using the formal method, with no exchange</li> <li>• subtract two 4-digit numbers, using the formal method, with one exchange</li> <li>• subtract two 4-digit numbers, using the formal method, with multiple exchanges</li> <li>• explore efficient strategies for subtraction</li> <li>• make sensible estimates of answers by rounding, then calculating</li> <li>• checking if an answer is correct by using the inverse</li> </ul> <p><b>Measurement: length &amp; Perimeter</b></p> <ul style="list-style-type: none"> <li>• recognise equivalent lengths (m → km)</li> <li>• Find the perimeter of rectilinear shapes by counting squares</li> <li>• Calculate the perimeter of rectangles</li> <li>• Calculate the perimeter of rectilinear shapes</li> </ul> <p><b>Number: multiplication and division</b></p> <ul style="list-style-type: none"> <li>• Multiply a whole number by 10, 100</li> <li>• Divide a whole number by 10, 100</li> <li>• Represent multiplying by 1 and 0</li> <li>• Represent dividing by 1 and itself</li> <li>• Multiplying and dividing by 6, 8, and 7</li> </ul> <p><b>Timetables</b></p> <p>By the <b>end of year 4</b> all children are expected to know all the multiplication and corresponding division facts of all times tables up to 12 x 12. To support this, they will be continuing their use of Times Table Rock stars with 3 weekly tests on the times table focus of the week</p>
<p style="text-align: center;"><b>SCIENCE</b></p> 	<p>We will be learning about <b>Sound</b> for the first half term then <b>Eating and digestion</b> for the second half. There will be an emphasis on asking scientific questions, developing investigative skills and writing up investigations.</p> <p>For our topic on <b>Sound</b> we will be learning:</p> <ul style="list-style-type: none"> <li>• What sound is and how it is made</li> <li>• Investigating how sound travels</li> <li>• How sound can be blocked</li> <li>• How different pitches can be attained</li> <li>• How sound travels through different materials.</li> </ul>

	<ul style="list-style-type: none"> <li>• How to create different sounds and apply this to our own musical instrument</li> </ul> <p>For our topic on <b>Eating and digestion</b> we will be learning:</p> <ul style="list-style-type: none"> <li>• About the diets of different animals</li> <li>• How our digestive system works.</li> <li>• The different parts of the digestive system.</li> <li>• How to prepare a balanced meal.</li> <li>• What the different food groups do and how they help our body.</li> <li>• Food chains</li> </ul> <p>The principal focus of science teaching in lower Key Stage 2 is to enable pupils to broaden their scientific view of the world around them. They will do this through exploring, talking about, testing, developing ideas about everyday phenomena and the relationships between living things and familiar environments. They will begin to develop their ideas about functions, relationships and interactions.</p>
<p style="text-align: center;"><b>PSHE</b></p> 	<p><b>Autumn 1</b> <b>Theme: Character building</b></p> <p>Primarily, there will be a focus on helping children acknowledge, understand and manage the emotions they are experiencing with the support of you and the grown-ups they know at school, as a way of helping them settle back into school life. There is an aim to provide emotional support by allowing children to discuss how they are feeling and share their worries. There will also be opportunities for children to ask and discuss what their school is doing to ensure their safety as well as what they, themselves, need to do to be safe. As well as focusing on the Avanti school values of: Empathy, Self-Discipline, Respect, Integrity, Courage, Gratitude there will be a greater emphasis on resilience, courage, independence and change.</p> <p><b>Autumn 2</b> <b>Theme: Relationships</b></p> <p>This half term there will be a focus on:</p> <ul style="list-style-type: none"> <li>• Positive friendships, including online</li> <li>• Responding to hurtful behaviour</li> <li>• Managing confidentiality</li> <li>• Recognising risks online</li> <li>• Respecting differences and similarities</li> <li>• Discussing differences sensitively</li> </ul>
<p><b>Philosophy Religion and Ethics</b></p> 	<p><b>Theme: SELF</b></p> <p><b>Autumn 1</b> Pupils will explore the meaning of self and begin to understand the difference between spirit self and material self (soul and body). They will learn the meaning of key terms and language related to self from a Hindu perspective including Atman, paramatma.</p> <p><b>Autumn 2</b> Pupils will explore the meaning of suffering and compassion. They will explore the concepts Karma, Moksha (2 types) and Samsara within the Chaitanya tradition and be able to compare this with how these same terms are used in Buddhism. They will learn about the life of Buddha (from the Bhagavatam and from Buddhist texts) and about the concept of Nirvana.</p>
<p><b>Sanskrit</b></p> 	<p><b>Autumn 1</b> <b>Reading and Writing-</b> Forming simple words <b>Conversation</b> Introducing own family members &amp; responding to questions about family members <b>Story Time:</b> The greatest treasure <b>Song / Verse:</b> Gita: 8.17</p>

## Autumn 2

**Reading and writing:** Forming words with simple Vowel signs

**Conversation:** Practicing the 6th Case/ Genitive, singular. Using personal pronouns

**Story time:** Tucket the Bucket

**Song/verse:** Gita: 8.5

## HEALTH & WELLBEING

### Physical Education - Athletics

#### (Autumn 1)

Children will explore and development fundamental movement skills, becoming increasingly competent and confident with their own motor skills. They will have the opportunity to engage in a range of competitive and co-operative physical activities, in a range of challenging situations.

### Physical Education - Dance Unit

#### (Autumn 2)

Dance - Life in Ancient Egypt (link to Africa)  
Children will be expected to perform basic body actions e.g. jumping and turning with control and coordination. They will use different parts of their body to make movement. They create and perform short independent dance sequences that communicate different moods, feelings and ideas. Children will begin to describe how dancing affects their bodies and to know why it is important to be active.

### Meditation

Meditation is practised in the morning and half way through the day to reflect on learning. Some meditation techniques will also be taught in yoga class.

### Yoga

In Yoga, the children of year 4 will be primarily focusing on re-limbering - mobilising after the summer break. They will continue to learn the postures/aasnas: Parsvakonasana (extended triangle), gurudasana (eagle), Ustrasana (camel) and Janu sirasana. They will continue refine and practise sun salutations (Surya Namaskar) which have 10 postures in total. They will learn and practise breathing techniques nadi shuddhi and kapal bhatti

### Music

Year 4 will be working with a specialist teacher from Harrow Music Service to develop their musical skills. This term, there will be a focus on the recorder and tambu bambu instruments

### Events

**Thursday 10<sup>th</sup> September 2020** - Parent Curriculum Meetings (4:00-4:45 pm, via Zoom)

#### **Wednesday 19<sup>th</sup> November:**

Remembrance Day Assembly, presented either via zoom or recorded and a unique YouTube link shared. 1:30 pm to 2:15pm

**Tuesday and Thursday 24<sup>th</sup> and 26<sup>th</sup> November:** Parent Consultation. 3:15 pm to 5:30pm: zoom appointments. Pupil's books will not be available.

**Friday 4<sup>th</sup> December:** Christmas Carol Singing Production

4RR from 09:30am to 09:45am

4HH from 1:30pm to 2:30pm

Thankyou,

**Mrs Sandhu (4RR) & Miss Dela Cruz (4HH)**