##

 **Curriculum Information sheet Autumn Term 1 2045-2025**

**Year 4: Respectful Rhinos & Humble Hippos**

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| **September 2024**Dear Year 4 parents/carers,Welcome to the new academic year 2024 – 2025. We hope that you have all had a restful and enjoyable summer break and we look forward to welcoming your children back into class again. |
| **ENGLISH** | Our key text this half term is**. The Queen’s Nose by Dick King-Smith****Children will be learning how to write:** **Poems which explore form**The children will know: The formation of a haiku and a cinquain What imagery and onomatopoeia are Intonation, volume and tone are important when performing.They will also be able to:Perform poetry, using deliberate intonation, volume and tone changes Write poems, using imagery, a known form and onomatopoeia**Persuasive letter writing (adverts)**The children will know:How superlatives are formed What a slogan is used for The purpose of a rhetorical question Presentational devices to use in an advertThey will also be able to:Use appropriate presentation and language to write a persuasive advert**First person diary entries (Imaginative)**The children will know:The difference between direct and reported speech Devices for informal toneThey will also be able to:Write in the past tense from the first-person perspective. Use a range of sentence structures.We will be focusing on improving our own writing through weekly planning and editing. Emphasis will continue to be placed on improving children’s comprehension skills, particularly inference and deduction. We will also be focusing heavily on spelling, punctuation and grammar (SPAG). The key areas we will be covering are listed below:* Comprehension
* Inference
* Empathy
* Taking part in discussions
* Asking reasoned questions

**Handwriting**Increase legibility, consistency and quality of handwriting. **Spelling**All children will be given weekly spellings to practise at home  |
| **MATHS**Related image | **Number: Place Value*** become familiar with and represent numbers up to 1000
* understand that a 3-digit number is made up of 100,10 & 1’s
* estimate, work out and write 3-4-digit numbers on a number line
* rounding3 -4- digit numbers to the nearest 10/100
* represent 4-digit numbers up to 9,999
* understand that a 4-digit number is made up of 1000, 100, 10 & 1’s
* partitioning a 4-digit number in a variety of ways
* estimate, label and draw numbers up to 10,000, on a number line

**Addition & Subtraction*** revise prior knowledge of adding and subtracting 100,10 & 1’s
* adding 3-digit to 4-digit numbers, using the formal method, without exchange
* adding two 4-digit numbers, using the formal method, with one exchange
* adding two 4-digit numbers, using the formal method, with multiple exchanges
* subtract two 4-digit numbers, using the formal method, with no exchange
* subtract two 4-digit numbers, using the formal method, with one exchange
* subtract two 4-digit numbers, using the formal method, with multiple exchanges
* explore efficient strategies for subtraction
* make sensible estimates of answers by rounding, then calculating
* checking if an answer is correct by using the inverse

**Times tables**By the **end of year 4** 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 three weekly tests on the times table focus of the week. |
| **SCIENCE** | **Introduce Living things and their habitats**Pupils should be taught to:* recognise that living things can be grouped in a variety of ways
* explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
* recognise that environments can change and that this can sometimes pose dangers to living things

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. |
| **PSHE**https://img.cdn.schooljotter2.com/sampled/10987825/900/0/nocrop/ | **Families and Relationships**Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement. |
| **Computing**  | **E-safety**- Teaching digital citizenship is all about helping children think beyond themselves and recognise the ripple effects of their actions. Personal responsibility is important, but understanding their responsibilities to others can help children unlock new ways to learn and connect with their communities -- and even change those communities for the better.Audio Production: Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers/ |
| **Art** | In **Art** we will look at traditional African masks and will continue to look at how African art is used today. The children will dive into the rich culture of African art. They will be encouraged to think carefully about which mediums they choose for their artwork, as well as the tools they use to sculpt and manipulate clay to recreate a Benin plaque. Introducing the children to Esther Mahlangu and her culture of Ndebele patterns. |
| **Humanities** | In **History** we will be learning about the **Anglo Saxons**Pupils will learn:* Britain’s settlement by Anglo-Saxons and Scots
* Chronology, causation and relationships.
* How to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
* To understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time
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| **Philosophy Religion and Ethics** **https://www.davishighnews.com/wp-content/uploads/2018/09/IMG_4863.jpg** | **Theme: SELF**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.  |
| **Sanskrit** https://s-media-cache-ak0.pinimg.com/originals/3f/63/96/3f6396a6ff24904e3bbd9ad723fc13f7.jpg | **Reading and Writing-**Forming simple words **Conversation** Introducing own family members & responding to questions about family members **Story Time**: The greatest treasure**Song / Verse:** Gita: 8.17 |

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| **HEALTH & WELLBEING****Physical Education – Dance Unit** 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****11.9.24 Radhastami****12.9.24 Year 4 parent curriculum meeting 3:45****30.9.24 Year 4 BHM workshop****1.10.24 Black History Month begins****10.10.24 World Mental Health Day****21.10.24 – 1.11.24 Helf Term** |

**Thank you,**

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