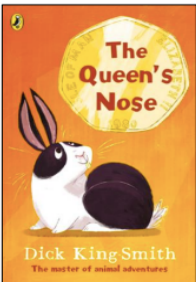
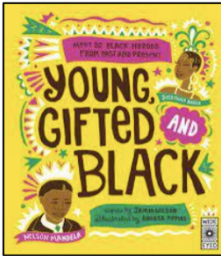





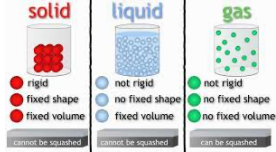

Year 4: Autumn Term Curriculum Information for Parents 2023-24



KRISHNA AVANTI

Excellence · Virtue · Devotion

Subject Area	Curriculum Information	
<p style="text-align: center;">English</p>	<p>Reading</p> <ul style="list-style-type: none"> The Queen's Nose Young, Gifted and Black The Girl who stole an Elephant   	
	<p>Writing</p> <ul style="list-style-type: none"> Strong Start Sentence Composition Poems which explore form Persuasive writing (adverts) First person diary entries (imaginative) Critical analysis of narrative poetry Third person adventure stories Newspaper reports 	<p>Spelling</p> <p>AU1:</p> <ul style="list-style-type: none"> Homophones The suffix-ly Statutory words  <p>AU2:</p> <ul style="list-style-type: none"> Prefixes – dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto Adding suffixes Statutory words revisited
<p style="text-align: center;">Maths</p>	<p>Number and Place Value</p> <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the efficient written methods Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two-step problems in contexts. Count in multiples of 6, 7, 9, 25 and 1000 Recall multiplication and division facts for multiplication tables up to 12×12 and related division facts 	<p>Measurement</p> <ul style="list-style-type: none"> Learn about what the area of a shape is of 2-D shapes <p>Multiplication and Division</p> <ul style="list-style-type: none"> Review multiples of 3 To multiply and divide by 6, 7, 9, 11 and 12 To multiply and divide by 1 and 0 To divide a number by 1 and itself Multiply three numbers, e.g. $4 \times 5 \times 2 = ?$

<p style="text-align: center;">Science</p>	<p>AU1: Living Things and Their Habitats</p> <ul style="list-style-type: none"> Recognise that living things (including those in the locality) 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.  <p>Key Vocabulary: Vertebrates, Fish, Amphibians, Reptiles, Birds, Mammals, Invertebrates, Snails, Slugs, Worms, Spiders, Insects, Environment, Habitats</p>	<p>AU2: States of Matter: Solids, Liquids and Gas</p> <ul style="list-style-type: none"> Explore a variety of everyday materials and develop simple descriptions of the states of matter Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  <p>Key Vocabulary: States of Matter, Solid, Liquid, Gas, Evaporation, Condensation, Particles, Temperature, Freezing, Heating</p>
	<p>Working Scientifically</p> <ul style="list-style-type: none"> Making decisions, asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations using notes and simple tables Taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 	
<p style="text-align: center;">PRE (Philosophy, Religion and Ethics)</p>	<p>Autumn 1 Children will learn about the self.</p> <ul style="list-style-type: none"> They will explore ideas of the self. describe how we relate to Krishna in the heart. Describe how understanding the self can bring unity. Describe Sri Chaitanya’s teachings on the self. Consolidate their learning through a quiz. 	<p>Autumn 2 Children will learn about what happens when we die.</p> <ul style="list-style-type: none"> They will analyse suffering in this world. Describe karma in everyday life. Understand the cycle of birth and death. Consider the questions we have about death. Generate arguments for a debate. Learn to describe compassion.

History

AU1: Britain's settlement by Anglo-Saxons and Scots:

- What did the Anglo-Saxons come to Britain?
- Where did the Anglo-Saxons come from?
- What was life like for Anglo-Saxons in Britain?
- What kingdoms were formed by the Anglo-Saxons?
- How do we know about the Anglo-Saxons?
- How did religion influence the Anglo-Saxons? How do we know this?



AU2: Viking and Anglo-Saxons for the Kingdom of England to the time of Edward the Confessor:

What was life like for Vikings?

When did the Vikings attack Britain?

Where did the Vikings invade and settle?

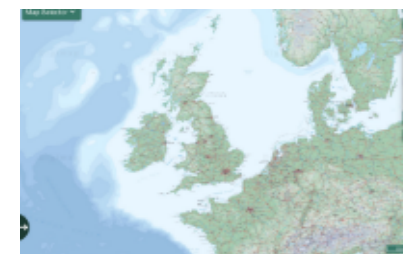
Why were the Vikings so feared and successful?

When were the Vikings most powerful?

What peace was agreed between Anglo-Saxons and Vikings?

What happened to the Vikings in England?

Why did the Normans and Vikings both think they had the right to the throne of England?



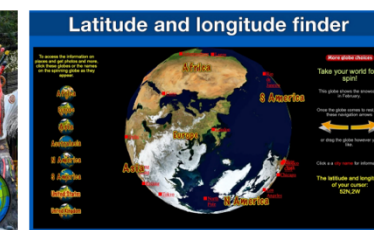
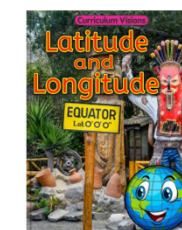
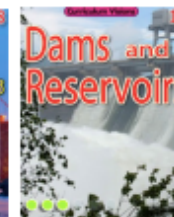
Geography

AU1: Rivers:





- What are the features of a river?
- What's our local river? What features can we see? Where did it come from and where does it flow?



AU2: Latitude and Longitude:

- What are lines of latitude?
- What are lines of longitude?
- How do lines of latitude and longitude tell us what the location is like?
- How can you find exact locations around the world?
- What are time zones and how do they affect us?
- How does day and night occur?
- Locate Greece and Egypt using geographical skills



<p>Computing</p>	<p><u>The Internet</u></p> <ul style="list-style-type: none"> • To describe how networks physically connect to other networks • To recognise how networked devices, make up the internet • To outline how websites can be shared via the World Wide Web • To describe how content can be added and accessed on the World Wide Web • To recognise how the content of the WWW is created by people • To evaluate the consequences of unreliable content 	<p><u>Creating Media: Audio Production</u></p> <ul style="list-style-type: none"> • To identify that sound can be recorded • To explain that audio recordings can be edited • To recognise the different parts of creating a podcast project <div data-bbox="1491 288 1861 448" style="text-align: center;"> </div>
<p>Art</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Sort, collect and compare graphic marks • Compare ideas and compare graphic marks • Use cross-hatching, dots and dashes to create light and shaded areas • Identify patterns and lines in nature • Select appropriate materials • Use vocabulary of an artist • Name artists and select pieces of their work that link to drawing technique <div data-bbox="743 544 1184 839" style="text-align: center;"> </div>	<p><u>Painting</u></p> <ul style="list-style-type: none"> • Will examine a detail part of a flower using magnifiers and viewfinders before sketching and then enlarging it • Develop the techniques of overpainting and wet-on-wet as well make tertiary colours • Hold a paintbrush correctly • Experiment with brush marks • Make a secondary colour by mixing two primary colours together • Use water to clean a paintbrush between colours • Use a paper towel to blot and clean their brush and to absorb excess water • Use a viewfinder <div data-bbox="1715 580 2136 895" style="text-align: center;"> </div>
<p>Design and Technology</p>	<p><u>Food and Nutrition</u></p> <ul style="list-style-type: none"> • Identify some of the nutrients in a range of foods • Dice, slice, chop and grate vegetables • Explain the benefits of fresh food, compared to processed food <div data-bbox="831 1193 1169 1326" style="text-align: center;"> </div>	<p><u>Mechanisms</u></p> <ul style="list-style-type: none"> • Use cutting and joining techniques with a range of materials including card, plastic and wood • Show an understanding of how to strengthen and stiffen structures • Identify and make simple mechanisms <div data-bbox="1809 1190 2114 1310" style="text-align: center;"> </div>

<p>PSHE linked to KAPSH Values</p>	<p><u>AU1: Being Me in My World:</u></p> <ul style="list-style-type: none"> • Working in Teams • Being a school citizen • Rights, Responsibilities and Democracy • Rewards and consequences • Having a voice • Group decision making <p>What motivates behaviour</p> 	<p><u>AU2: Celebrating Differences:</u></p> <ul style="list-style-type: none"> • Challenging assumptions • Judging by appearances • Accepting self and others • Understanding influences and bullying • Problem solving • Identifying how special and unique everyone is • First impressions 
<p>PE (Physical Education)</p>	<p><u>AU1: Hockey:</u></p> <ul style="list-style-type: none"> • Apply passing and moving skills to keep possession, developing this concept into a mini game situation • Develop passing and creating space building up into mini games, where pupils explore the transition between attack and defence, working out simple tactics for creating space and keeping possession • Use prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shooting opportunity • understanding of the footwork rule and how they can be more effective with their feet to increase the speed and fluidity of their movements • Why motivating each other is important when working in a team in an unfamiliar environment. 	<p><u>AU2: Dance:</u></p> <ul style="list-style-type: none"> • Exploring movement through improvisation – matching and being in unison with a partner • Applying canon into our movements when performing as a character • Building on the character from a suggested sequence of learning, eventually adding drama and emotion to the dance • Extending dance skills by using more complex interacting movements and incorporating apparatus • Building on pupils choreography from suggested sequence of learning • Eventually learning to bring the entire dance together and performing it • Creating a performance, which will include stage presence, timing, rhythm and sustaining character 
<p>Sanskrit</p>	<p><u>Autumn: Halanta Consonants + Short Vowel Signs/ Topic – Nature/PRE-Link- Damodarastakam Verse 5</u></p> <ul style="list-style-type: none"> • Introduction to Halantas and Introduction to Short vowel signs with consonants. • Introduction to Topic. • To apply Topic vocabulary in Sanskrit. • To use Halantas and short vowel signs in words. • To read words with Halantas and short vowel sign. Vocabulary 2 • To write sentences with Topic vocabulary and Vocabulary 2. • Assessment on Halantas, Short Vowel Sign and Topic Vocabulary. 	

<p>Yoga</p>	<p><u>Autumn 1: Mooladhara, Root</u></p> <ul style="list-style-type: none"> • Practise various asanas to build grounded stability and balance the foundation chakra. • Practise 17+ types of Chandra Namaskar asanas flow (L4) concentrate on the variation poses- Utthita Parsvakonasana and Utthan Pristhasana to link with the 8 qualities of Radharani- calm, compassion, empathy, humble, respectful, expert in singing, carrying out her duties, engaging everyone in services. • Master the practises of Parivrtta Malasana (squat with arms movement flow) to improve digestion and to avoid constipation. • Practise Sheetalī (L3) pranayama daily when the weather is hot to regulate unfavourable emotions • Practise Prana mudra to maintain healthy eyes. • Practise and understand the importance of face acupressure Yoga to promote the removal of toxins and clearer sinuses for better concentration. 	<p><u>Autumn 2: Swadhisthana, Creativity</u></p> <ul style="list-style-type: none"> • Practise various asanas in standing, sitting, prone and supine to increase the creativity chakra. • Practise 4 cycles of Surya Namaskar with 4 chanting of the 12 mantras, to improve blood circulations, mental self-discipline and structured physical movements. • Participate in asanas on Prabhupada’s journey linking to BG 7.7. • Practise the steps leading to Padmasana and practise the sitting awakening asana daily with Nadi Shodhana (L3) to improve the coordination of mindful breathing and usage of fire and earth mudras. • Practise Kinhin (Walking Zen) to raise awareness of body, breath and surroundings related to the personalities from the Uddhava Gita. • Practise, remember the names of the mudras and their benefits- Prana, Chin, Shunya, Dhyan, Jala and Shankh to improve digestion, meditation, hearing skills, eyes sight and cultivate team leadership qualities.
<p>French</p>	<p><u>AU1:</u> <u>Phonics:</u></p> <ul style="list-style-type: none"> • Alphabet and graphemes • First 4 French sounds / phonemes. We will look at the sounds; ‘CH’ ‘OU’ ‘ON’ ‘OI <p><u>Fruits:</u></p> <ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French • Attempt to spell some of these nouns • Ask somebody in French if they like a particular fruit • Say what fruits they like and dislike 	<p><u>AU2: Au Café</u></p> <ul style="list-style-type: none"> • Order from a selection of foods from a French menu • Order from a selection of drinks from a French menu • Order a French breakfast • Order typical French snack • Ask for the bill • Remember how to say hello, goodbye, please and thank you
<p>Music</p>	<p><u>Music lessons are delivered by specialist teachers from Harrow Music Services:</u> <u>Recorder Skills/Singing/Tamboor Bamboo:</u></p> <ul style="list-style-type: none"> • Singing development – more complex rounds • Recorder skills – minimum notes B A G CD ED • Tamboor Bamboo 	

**Enrichment
Opportunities**



- Black History Month
- Diwali and Govardhan Puja Celebrations