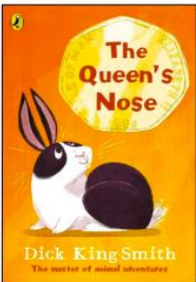
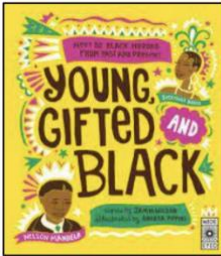



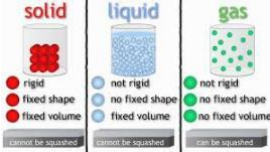



## Year 4: Autumn Term Curriculum Information for Parents 2024-2025





**KRISHNA AVANTI**  
Excellence · Virtue · Devotion



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

<p style="text-align: center;"><b>Science</b></p>	<p><b><u>AU1: Living Things and Their Habitats</u></b></p> <ul style="list-style-type: none"> <li>Recognise that living things (including those in the locality) can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> 	<p><b><u>AU2: States of Matter: Solids, Liquids and Gas</u></b></p> <ul style="list-style-type: none"> <li>Explore a variety of everyday materials and develop simple descriptions of the states of matter</li> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> </ul> 
<p style="text-align: center;"><b>PRE</b> <b>(Philosophy, Religion and Ethics)</b></p>	<p><b><u>Autumn 1</u></b> Children will learn about the self.</p> <ul style="list-style-type: none"> <li>They will explore ideas of the self.</li> <li>describe how we relate to Krishna in the heart.</li> <li>Describe how understanding the self can bring unity.</li> <li>Describe Sri Chaitanya’s teachings on the self.</li> <li>Consolidate their learning through a quiz.</li> </ul>	<p><b><u>Autumn 2</u></b> Children will learn about what happens when we die.</p> <ul style="list-style-type: none"> <li>They will analyse suffering in this world.</li> <li>Describe karma in everyday life.</li> <li>Understand the cycle of birth and death.</li> <li>Consider the questions we have about death.</li> <li>Generate arguments for a debate.</li> <li>Learn to describe compassion.</li> </ul>
<p style="text-align: center;"><b>History</b></p>	<p><b><u>Britain’s settlement by Anglo-Saxons and Scots:</u></b></p> <ul style="list-style-type: none"> <li>What did the Anglo-Saxons come to Britain?</li> <li>Where did the Anglo-Saxons come from?</li> <li>What was life like for Anglo-Saxons in Britain?</li> <li>What kingdoms were formed by the Anglo-Saxons?</li> <li>How do we know about the Anglo-Saxons?</li> <li>How did religion influence the Anglo-Saxons? How do we know this?</li> </ul>  <p><b><u>Viking and Anglo-Saxons for the Kingdom of England to the time of Edward the Confessor:</u></b>          What was life like for Vikings?          When did the Vikings attack Britain?</p>	

<p><b>Geography</b></p>	<p><b><u>Introducing Rivers</u></b></p> <ul style="list-style-type: none"> <li>• What are the features of a river?</li> <li>• What's our local river?</li> <li>• What features can we see?</li> <li>• Where did it come from and where does it flow?</li> </ul> <p><b><u>Latitude and Longitude:</u></b></p> <ul style="list-style-type: none"> <li>• What are lines of latitude?</li> <li>• What are lines of longitude?</li> </ul>	
<p><b>Computing</b></p>	<p><b><u>The Internet</u></b></p> <ul style="list-style-type: none"> <li>• To describe how networks physically connect to other networks</li> <li>• To recognise how networked devices, make up the internet</li> <li>• To outline how websites can be shared via the World Wide Web</li> <li>• To describe how content can be added and accessed on the World Wide Web</li> <li>• To recognise how the content of the WWW is created by people</li> <li>• To evaluate the consequences of unreliable content</li> </ul>	<p><b><u>Programming: Repetition in Shapes</u></b></p> <ul style="list-style-type: none"> <li>• Programming a screen Turtle</li> <li>• Programming Letters</li> <li>• Patterns and repeats</li> <li>• Using Loops to create shapes</li> </ul>
<p><b>Art</b></p>	<p><b><u>Drawing: Power Prints</u></b></p> <ul style="list-style-type: none"> <li>• 3D pencil drawing</li> <li>• Sense of proportion</li> <li>• Drawing with scissors</li> <li>• Wax resist</li> <li>• Power prints</li> </ul>	
<p><b>Design and Technology</b></p>	<p><b><u>Structures: Pavilions</u></b></p> <ul style="list-style-type: none"> <li>• Exploring frame structures</li> <li>• Designing a pavilion</li> <li>• Pavilion frame</li> <li>• Pavilion cladding</li> </ul>	



<p><b>PSHE</b></p>	<p><b><u>AU1: Being Me in My World:</u></b></p> <ul style="list-style-type: none"> <li>• Working in Teams</li> <li>• Being a school citizen</li> <li>• Rights, Responsibilities and Democracy</li> <li>• Rewards and consequences</li> <li>• Having a voice</li> <li>• Group decision making</li> </ul> <p>What motivates behaviour</p> 	<p><b><u>AU2: Celebrating Differences:</u></b></p> <ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Judging by appearances</li> <li>• Accepting self and others</li> <li>• Understanding influences and bullying</li> <li>• Problem solving</li> <li>• Identifying how special and unique everyone is</li> <li>• First impressions</li> </ul> 
<p><b>PE</b> <b>(Physical Education)</b></p>	<p><b><u>AU1: Levels and Direction (Gymnastics)</u></b></p> <ul style="list-style-type: none"> <li>• Exploring changes in 'Level'</li> <li>• Exploring changes in 'Direction'</li> <li>• Application of learning onto apparatus to include changes in 'Level' and 'Direction'</li> <li>• Sequence completion and performance</li> </ul>	<p><b><u>AU2: Netball (Game: Invasion)</u></b></p> <ul style="list-style-type: none"> <li>• Develop passing and receiving</li> <li>• Develop passing, moving and shooting</li> <li>• Develop Footwork</li> <li>• Introduce defending and the concept of marking</li> </ul>
<p><b>Sanskrit</b></p>	<p><b><u>Autumn: Halanta Consonants + Short Vowel Signs/ Topic – Nature/PRE-Link- Damodarastakam Verse 5</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to Halantas and Introduction to Short vowel signs with consonants.</li> <li>• Introduction to Topic.</li> <li>• To apply Topic vocabulary in Sanskrit.</li> <li>• To use Halantas and short vowel signs in words.</li> <li>• To read words with Halantas and short vowel sign. Vocabulary 2</li> <li>• To write sentences with Topic vocabulary and Vocabulary 2.</li> <li>• Assessment on Halantas, Short Vowel Sign and Topic Vocabulary.</li> </ul>	

<p><b>Yoga</b></p>	<p><b><u>Autumn 1: Mooladhara, Root</u></b></p> <ul style="list-style-type: none"> <li>• Practise various asanas to build grounded stability and balance the foundation chakra.</li> <li>• 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.</li> <li>• Master the practises of Parivrtta Malasana (squat with arms movement flow) to improve digestion and to avoid constipation.</li> <li>• Practise Sheetali (L3) pranayama daily when the weather is hot to regulate unfavourable emotions</li> <li>• Practise Prana mudra to maintain healthy eyes.</li> <li>• Practise and understand the importance of face acupressure Yoga to promote the removal of toxins and clearer sinuses for better concentration.</li> </ul> 	<p><b><u>Autumn 2: Swadhisthana, Creativity</u></b></p> <ul style="list-style-type: none"> <li>• Practise various asanas in standing, sitting, prone and supine to increase the creativity chakra.</li> <li>• Practise 4 cycles of Surya Namaskar with 4 chanting of the 12 mantras, to improve blood circulations, mental self-discipline and structured physical movements.</li> <li>• Participate in asanas on Prabhupada's journey linking to BG 7.7.</li> <li>• 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.</li> <li>• Practise Kinhin (Walking Zen) to raise awareness of body, breath and surroundings related to the personalities from the Uddhava Gita.</li> <li>• 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.</li> </ul>
<p><b>French</b></p>	<p><b><u>AU1: Phonics</u></b></p> <ul style="list-style-type: none"> <li>• Alphabet and graphemes</li> <li>• First 4 French sounds / phonemes. We will look at the sounds; 'CH' 'OU' 'ON' 'OI</li> </ul> <p><b><u>Fruits:</u></b></p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 fruits in French</li> <li>• Attempt to spell some of these nouns</li> <li>• Ask somebody in French if they like a particular fruit</li> <li>• Say what fruits they like and dislike</li> </ul>	<p><b><u>AU2: Au Café</u></b></p> <ul style="list-style-type: none"> <li>• Order from a selection of foods from a French menu</li> <li>• Order from a selection of drinks from a French menu</li> <li>• Order a French breakfast</li> <li>• Order typical French snack</li> <li>• Ask for the bill</li> <li>• Remember how to say hello, goodbye, please and thank you</li> </ul>
<p><b>Music</b></p>	<p><b><u>Music lessons are delivered by specialist teachers from Harrow Music Services:</u></b></p> <p><b><u>Recorder Skills/Singing/Tambo Bamboo:</u></b></p> <ul style="list-style-type: none"> <li>• Singing development – more complex rounds</li> <li>• Recorder skills – minimum notes B A G CD ED</li> <li>• Tambo Bamboo</li> </ul> 	

## **Enrichment Opportunities**



- Local River Visit: Welsh Harp (Geography)
- World Mental Health Day
- Black History Month
- Diwali/ Govardhan Prayers