Emmaus Primary School
Church of England and Catholic Primary School
Travelling together with Jesus

Year 4

Termly Curriculum

Autumn Term 1

CORE SUBJECTS	Religious Education	**Daily collective worship** – Generosity **Topic 1 – People** Explore – Our family trees. Reveal – The family of God in scripture. Learn about Abraham, Jacob, Ruth, Solomon, and Joseph, the father of Jesus. Respond – Remember and celebrate our family trees and important people in the Bible. **Judaism** The children will learn about the importance of the Torah. **Topic 2 – Called** Explore – To respond to being chosen for clubs and responsibilities. Reveal – To learn about the Sacrament of Confirmation and how we can be Christian witnesses following this celebration. Respond – Continued in Autumn Term 2.
	English Reading	**Steps to Read (Whole Class Shared Reading)** **Why the Whales Came by Michael Morpurgo** The children will be taught how to read with fluency and understanding and will be explicitly taught reading skills through the sequence of: **Read to children:** Activate prior knowledge, Share anchor questions, look at vocabulary, Read with fluency. **Model:** Explicitly model strategies and skills whilst making reference to the text. **Practise:** Children explore and discuss and practice skills taught. **Apply:** Children make written responses and evidence anchor question.
	English SPaG	**Grammar, Punctuation and Spelling** Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was) Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials. Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect form of verbs (reinforcement from Y3) Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials.

		Words from the Year 3 and 4 Spelling List – included in the Example Texts guard increase(d) believe island appear breathe certain heard describe famous important interest earn possible question though
	English Writing	**Ready,Steady,Write** **Vehicle Text: Whale by Ethan and Vita Murrow** In narratives, create increasingly effective settings, characters and plot. In non-narrative work, use organisational devices such as headings and sub headings with increasing effect • Draw upon material read • Write in a range of genre forms. Make appropriate and ambitious vocabulary and grammar choices to interest and entertain the reader and create effect Understand and effectively use figurative language, including similes and metaphors. **Writing Outcomes** Narrative Outcome: Setting Narrative Purpose: To narrate Non-Narrative: Newspaper Report Purpose: To report
	Mathematics	This half term, the children will: • Count in multiples of 6, 7, 25 and 1000. • Find 1000 more or less than a given number. • Count backwards through zero to include negative numbers. • Recognise the place value of each digit in a four-digit number. • Order and compare numbers beyond 1000. • Round any number to the nearest 10, 100 or 1000. • Read Roman numerals to 100. • Add and subtract numbers with up to 4 digits using the formal written methods. • Solve and addition two-step problems in contexts. Focus on learning the 4, 5, 6 and 7 times tables.
	Science	**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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
	Geography	**The Rhine** Following the river on its route from its source in the mountains through to its mouth and entrance into the Mediterranean.
FOUNDATION SUBJECTS	History	**Ancient Rome** The children will look at the foundation of Rome, the early events in the life of the Republic and how the civilization's influence started to spread across Europe.
	Physical Education	**Gymnastics** The children will create more complex sequences. They will learn to: • Develop individual and partner balances. • Develop the straight, barrel, forward and straddle roll. • Be able to explore pathways and travelling movements. • Be able to create a sequence to include apparatus and inverted movements. • Be able to create a partner sequence to include apparatus.

	Computing	**Coding** The children will: • Use sketching to design a program and create a code that conforms to design. • Understand and use variables in programming • Program a character to respond to user keyboard input • Make timers using variables • Use 2 code to create a simulation • Learn about decomposition and abstraction and use in real life situations.
	Art	**Doodles** The children will develop pencil flow and control in drawing shape and pattern whilst studying modern artists such as Kandinsky, Klimt, Mondrian and Miro. They will study how the artists used shape and form within their work to represent images and ideas. The children will experiment with the same techniques.
	Music	**Trumpet** The children will start making basic sounds and learn initial notes.
	Modern Foreign Languages	**Topic: Self, family and friends** The children will: • Describe hair and eyes • Describe a big, green monster based on the story • Talk about brothers and sisters • Know the numbers 1-39 (add/subtract, odds/evens, doubles/halves)
	Relationship and Sex, Education	The children will reflect upon friendships and being a supportive friend. They will appreciate their own gifts and talents. They will look at dealing with emotions.
	PSHE	**Being me in my World** The children will be helped to: • Learn that attitudes and actions make a difference to a class team • Understand who is in my school community, the roles they play and how they fit in • Understand how democracy works through the school council • Understand that actions affect myself and others; learn to care about other people's feelings and try to empathise with them • Understand how groups come together to make decisions • Understand how democracy and having a voice benefits the school community