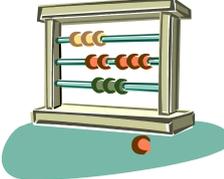
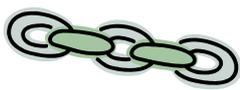




# The Best We Can Be

All Saints Church of England Primary School

Autumn Term, Year 4 Curriculum 2016 (Second Half Term).

<p><b>Literacy</b></p> 	<p>For the first 2 weeks, we will be reading and writing a range of poetry linked to fireworks. We will be learning about different types of imagery : adjectives, adverbs, similes, metaphors, onomatopoeia, personification etc.</p> <p>For the remainder of the half term we will be writing recounts (both fact and fiction -some first person; some third person) with an ongoing focus on paragraphing, vocabulary choices and using an appropriate and growing range of conjunctions, sentence openers and punctuation.</p>
<p><b>Mathematics</b></p> 	<p><b>This Autumn term we will be learning:</b></p> <ul style="list-style-type: none"> <li>• To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</li> <li>• To identify, represent and estimate numbers using different representations.</li> <li>• To order and compare numbers beyond 1000.</li> <li>• To round any number to the nearest 10, 100 or 1000.</li> <li>• To add and subtract numbers with up to four digits using the efficient written methods of columnar addition and subtraction where appropriate.</li> <li>• To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> <li>• To recall multiplication facts for multiplication tables up to <math>12 \times 12</math>.</li> <li>• To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</li> <li>• To recognise and use factor pairs and commutativity in mental calculations.</li> <li>• To multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</li> <li>• To count up and down in tenths, hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.</li> <li>• To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> <li>• To tell the time and find time differences.</li> <li>• To recognise names and properties of quadrilaterals and triangles</li> <li>• To handle data in a range of ways including constructing and interpreting Carroll charts, Venn diagrams, Tree diagrams, pictograms, line graphs and bar charts.</li> </ul>
<p><b>Connected Curriculum (Topic Theme)</b></p> 	<p><b>Audio Visual-How do we see? How do we hear?</b></p> <p><u>Science- Light</u> We started to look at light last term. We will continue this and then move on to sound:</p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> </ul> <p><u>Design and Technology - We will be researching, designing, making and evaluating Ear Muffs.</u></p> <p>We will be learning to:</p> <p>Design</p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>

	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p><b>We will also do some Christmas cooking!</b></p> <p><b><u>Maths/Art</u></b>-children We will be linking our art and maths work to learn more about symmetry.</p> <p>We will be learning:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>to learn about great artists, architects and designers in history.</li> <li>To create symmetrical images/ recognise symmetry in shapes and images</li> </ul>
<p><b>Computing</b></p> 	<p><b>We are 'bug fixers'.</b></p> <p>Using the app 'Scratch', year 4 will look at identifying and correcting different types of program 'bugs'.</p>
<p><b>Music</b></p> 	<p>Year 4 will be continuing to learn to play the ukelele.</p> <p>Key skills will include:</p> <ul style="list-style-type: none"> <li>Building on the first 3 chords we have learnt</li> <li>Continuing to build on the reading music skills begun last year</li> <li>Playing with others- beat and rhythm</li> <li>Singing and playing simultaneously with increasing chord changes</li> </ul>
<p><b>R.E.</b></p> 	<p><b>Christianity</b></p> <p>The RE discovery syllabus will be looking at Christianity and the focus question: What is the most significant part of the Nativity story for Christians today?</p> <p>Year 4 will be looking at symbols of Christmas within the Nativity story and the meaning of the different symbols.</p>
<p><b>P.E.</b></p> 	<p>PE will be on Monday and Thursday. This half term we will be focusing on:</p> <ul style="list-style-type: none"> <li>Gymn- Balance and symmetry plus learning Christmas dances</li> <li></li> </ul>
<p><b>MFL (Key Stage 2)</b></p> 	<p>During KS2 the children learn French.</p> <p>Each Monday they will have a French lesson. During this half term Year 4 will be revising the vocabulary learned last term and building on it to learn more complex sentences about themselves and their families in different situations.</p>

