

Geography

By the end of this unit, all pupils should be able to

- Understand why London is the capital city of the United Kingdom.
- Explain why so many people live in London.
- Trace the growth in London's population over the past 100 years.
- Chose 5 popular monuments or buildings in London and write a promotion leaflet on them.
- Reconstruct a bridge that opens to allow a ship to pass.
- Use photographs taken and paint one of your favourite places in London.
- Identify the main advantages and disadvantages of living in London.

Reflection: Use photographs and video extracts to put together a documentary about the city.

Design Technology

What is your favourite kind of Pizza?

Pupils will learn the following:

Cooking and Nutrition

- What different types of pizza are available and what ingredients do they use?
- How can we make the dough for the base of a pizza?
- Which recipe for the base tomato sauce will we use?
- Which pizza toppings could we add and how are they prepared?
- How healthy is a pizza?
- How will we make sure our pizza tastes good as well as looks good?

Ref: What will we include as toppings and what will we call our pizza?

Year 4

Autumn 1 Curriculum Map

Big Learning Question (Theme):

Why is London such a cool place to live?

Links to Our School Values & The British Values?

Pupils will be learning about **democracy** during school council elections by giving and listening to candidate speeches, considering important characteristics for an elected representative and voting fairly.

They will also learn about showing **mutual respect and tolerance** of those with different faiths and beliefs by discussing the rules and beliefs of different faiths in RE and during circle time.

They will be reminded of **the rule of law** when learning & embedding the school rules.

Save The Dates!



Day: A trip to the London Eye



Finish: make a documentary about London

English

Learning will be based on our Main Text:



The London Eye Mystery by Siobhan Dowd

Linked to our big learning question/theme, pupils will meet Ted. A boy whose brain runs on its own unique system. He has an older sister called Kat. They both follow clues across London in a bid to find their cousin, Salim, who went missing after going on the London Eye.

Writing outcomes:

- Predictions
- Character description
- Letter
- Persuasive
- Explanatory
- Report
- Poetry

Reading:

As well as reading The London Eye Mystery pupils will enjoy daily class reader time based on a poem about the River Thames.

Pupils will practise reading skills such as inference, prediction, retrieval, decoding, fluency etc. during their daily 'Reading to Learn' slot.

Spellings test day: Friday

Handwriting– pupils will be expected to use cursive joins in their writing and will practice handwriting in Early morning work. They will be working to achieve handwriting awards.

Maths

Number & Place Value

Solving Problems & Reasoning

Pupils will be learning to:

- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- Find 1000 more or less than a given number.
- **Order and compare numbers beyond 1000.**
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- **Count backwards through zero to include negative numbers.**
- Identify, represent and estimate numbers using different representations.
- **Count in multiples of 6, 7, 9, 25 and 1000.**
- **Round any number to the nearest 10, 100 or 1000.**
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- **Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Count in multiples of 6, 7, 9, 25 and 1000.**
- **Convert between different units of measure** [for example, kilometre to metre; hour to minute].
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 4 standards**. Therefore, it is important that any home learning should work on consolidating these. Please speak to your child's teacher if you would like any support with this.

Science

What happens to the food we eat?

By the end of this unit, all pupils should be able to:

- take measurements using different equipment and units of measure and record what they have found in a range of ways.
- make accurate measurements using standard units.
- explain their findings in different ways (display, presentation, writing).
- make a prediction based on something they have found out.
- record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables.
- identify and name the basic parts of the human digestive system
- describe the function of the organs of the human digestive system.
- identify the simple function of different types of human teeth.
- compare the teeth of herbivores and carnivores.
 - explain what a simple food chain shows.

Some pupils will be able to (challenging):

- record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.
- Report findings from investigations through written explanations and conclusions
- use a graph or diagram to answer scientific questions.

Religious Education

What does worship mean?

By the end of this unit, pupils will be taught to:

explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning

In their lessons, they will learn the following:

- Who do we communicate with regularly and when do we thank others?
- Why do people pray and what is the meaning of their actions?
- What are the significant symbols in three religions represented in our community and what part do they play in worship ceremonies?
- Do all religions represented in our community use music as part of worship and why?

Reflection: What does worship mean to me?

Computing

Pupils will be learning about:

- **Digital Literacy:** E-Safety (How to stay safe online & when using technology).
- **Computer Science:** Introduction to algorithms (moving & drawing).
- **Cross-curricular information technology (using IT to research our topics):** researching London using Google Safe Search. Creating a fact-file on Microsoft Word.

PSHE

Health & Wellbeing

Overarching aims of this terms theme:

- A **healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Diversity** and **equality** (in all its forms)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

During their lessons, pupils will learn how:

- To set a goal
- To explain how food gives us energy
- To explain why nutrients are important
- To explain the risks and dangers associated with smoking
- To explain the risks associated with alcohol
- To understand how democracy works in the UK ([linked to Student Council Elections](#)).
- To understand the role of the bully, bystander and victim in a bullying scenario ([linked to AntiBullying week](#)).
- To develop critical think skills about information available in-line. This includes thinking critically about information, people who may try to talk to you and images online.

French (only needed for Y3,4,5&6)

Getting To Know You

By the end of this unit, all pupils should be able to:

- Say hello and goodbye.
- Introduce themselves.
- Say if they are feeling good/bad/so-so.
- Count to 10.
- Say how old they are.

Most children will be able to:

- Use different greetings for different situations.
- Ask and answer simple questions for each topic area.

Some children will be able to:

- Use vocabulary they have learned elsewhere to develop their sentences.
- Recognise there is a difference between formal and informal language.

Home Learning

Children are expected to read **at home every night**.

Reading record books will checked every **Friday morning**. Please ensure a comment is written in your child's Reading Record after listening to them read. There should be a **minimum of 5 entries per week in the reading record**.

Children should be learning their times table and division facts every night for 10 minutes.

Homework will be given out on a **Friday** and will be handed back on a **Monday**. Children who do not complete their homework, will receive an Amber.

PE kits must be in school on **Mondays** and will be sent home on **Fridays**.

Music

'Musical Expression and Feelings'

Pupils will:

- Explore a range of different genres of music.
- Discuss together how they are written to engage with certain feelings, moods and characteristics.
- Listen to music with intended themes, as well as contrasting music that is far more abstract.
- Use the story of Peter and the Wolf to discover how characters can be given their own musical themes.

Physical Education

By the end of the Autumn Term, all pupils should be able to:

- Progress from developing individual skills and partner activities and games to suitable small sided, adapted and mini-games through both co-operative and then competitive play
- Develop control in running, jumping, changing speed, stopping and starting, with and without small equipment
- Develop basic swimming and personal survival skills;
- Understand the importance of personal hygiene in relation to pool use
- Progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes.