



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

Your Child's Learning Journey

AUTUMN 2023

An overview of the Autumn curriculum for **Year 4**



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ENGLISH

In writing, we will focus on **describing characters as brave, diary-writing, a *finding tale* narrative and writing instructions.**

Childrens will be taught to:

- Use commas after an adverbial
- Create character descriptions, which help readers to infer
- Use complex sentences
- Use coordinated clauses to link events and actions in a story

MATHEMATICS

You child will complete three units in Mathematics – on Number, Addition and Subtraction, and on Multiplication and Division.

By the end of the unit on **Number**, they should be able to:

- Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.
- Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.
- Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.
- Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.

By the end of the unit on **Addition and Subtraction**, they should be able to secure fluency in addition and subtraction facts that bridge 10, through continued practice

By the end of the unit on **Multiplication And Division**, they should be able to recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.

ART

Autumn 1 - Warp and Weft

This project teaches children about the artform of **weaving and how it has developed over time**, including the **materials and techniques required to create woven patterns and products**. This unit will also **recap colour theory** by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, **complementary colours and analogous** colours, and how artists use colour in their artwork.



HISTORY

Invasion

In the Invasion project, your child will explore the **effects of the Roman withdrawal** and the chronology and geography of subsequent invasions. They will study the Anglo-Saxons and Vikings in detail, examining their **reasons for invading, their settlements and their everyday life**. Your child will also look at monasteries and the Anglo-Saxon legacy. They will consider **how we know about life in this period** and investigate the Sutton Hoo ship burial. They will learn about Athelstan, an Anglo-Saxon king, and what happened after his death, before ending the project by learning about **the Norman invasion of 1066**.

COMPUTING

Autumn 1 – Stop Motion Animation

Children will use a **range of techniques to create a stop-frame animation using tablets**. Next, they will apply those skills to **create a story-based animation**. This unit will conclude with learners **adding other types of media to their animation**, such as music and text.

Autumn 2 – The Internet

Children will apply their knowledge and understanding of networks, to appreciate the **internet as a network of networks which need to be kept secure**. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore **who owns content and what they can access, add, and create**. Finally, they will **evaluate online content to decide how honest, accurate, or reliable it is**, and understand the consequences of false information.

MUSIC

Autumn Half Term 1 - Composition

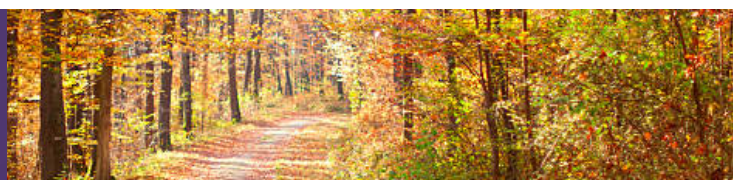
Children will compose a piece of thrilling and exciting music to act as the soundtrack to an animation. During the unit they will:

- Verbalise how the music makes them feel.
- Create actions or movements appropriate to each section of a piece of music.
- Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.
- Play melodies and rhythms which represent the section of animation they are accompanying.

Autumn Half Term 2 - Rock and Roll

Pupil will learn about the origin and features of rock and roll music. They will learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class. They will:

- **Sing in tune** and perform their actions in time.
- **Play the notes of the walking bass in the correct sequence.**
- **Independently play their part** with some awareness of the other performers.



SCIENCE

Autumn 1 - Digestive System

In the Digestive System project, your child will revisit the meaning of **scientific vocabulary, including producer, consumer, carnivore, herbivore, omnivore, predator and prey**. They will learn about the features of ecosystems and the meaning of new terminology, **including 'biotic', which means living, and 'abiotic', which means non-living**. They will research an ecosystem and use the information gathered in future lessons. They will learn about two scientific diagrams, **a food chain and a food web**, finding out what these diagrams are and what they show. They will discuss the similarities and differences between food chains and food webs and sketch examples. They will revisit the word **'interdependence' and its meaning and discuss how living things depend on biotic and abiotic features of ecosystems** for their survival. They will discuss the challenges different ecosystems face from human activities such as pollution or natural events such as deforestation. They will **then learn about the digestive system of humans, naming the digestive organs, describing their functions and finding out what happens to the food they eat**. They will learn the names and functions of the four types of human teeth and identify the differences between the teeth of carnivores, herbivores and omnivores. They will formulate and then ask a dental health professional questions to discover the importance of oral hygiene and its role in preventing tooth decay and gum disease. They will complete their learning by creating and carrying out an investigation into the effectiveness of fluoride toothpaste.

Autumn 2 - Sound

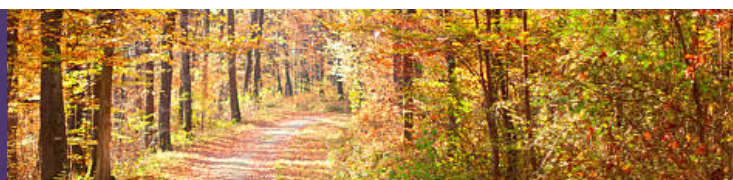
In the Sound project, your child will learn that **sounds are vibrations** that travel from sound sources, such as a person's vocal chords, musical instruments or pieces of machinery, through a solid, liquid or gas to the ears. They will explore the parts of instruments that vibrate to make sound and investigate the pitch, volume, distance and direction of sound. They will learn how sound waves are made and how they travel from a sound source to the ear. They will **carry out research to find the answer to the question, 'How do we hear sounds?'** and use diagrams and words, such as sound waves, vibrate, pinna, ear canal, eardrum, ossicles, cochlea and cochlear nerve, to record their findings.

They will investigate the most effective ways to muffle sound and identify scenarios when muffling sound is important to prevent hearing damage. They will **plan an investigation** to learn how the volume of sound changes as they move away from a sound source and use a sound meter to measure the volume of sound. They will identify low and high-pitched sounds and then follow instructions to investigate the different ways the pitch of a sound can be changed. They will complete their learning by asking a scientific question about an aspect of sound that interests them before planning and carrying out an investigation to find the answer.

DT

Autumn 2- Fresh Food, Good Food

This project teaches children about **food decay and preservation**. They discover **key inventions in food preservation and packaging**, then make examples. The children **prepare, package and evaluate** a healthy snack.



PSHCE

Children will cover three topics this term on the themes of feelings and emotions, being responsible, and staying safe across the term. In their work on **feelings and emotions**, children will complete a unit that looks at the concept of grief. They will consider questions such as:

- What are **some of the reasons we might feel or experience grief**?
- **What could you do if you feel sad about losing someone** or something?
- **How could you help someone** who is experiencing grief?
- How can **manage other difficult emotions**, such as worry, anger, and jealousy?

Pupils will then move on to look at a topic relating to being responsible. This will focus on theft and stealing. They will be taught to:

- Understand **the differences between borrowing and stealing**
- To be able to **describe how they might feel** – and what they can do - if something of theirs is borrowed and not returned
- To know **why it is wrong to steal**
- To be able to understand the **differences between being responsible and irresponsible**

Children then will study a unit on **staying safe** around the home that looks at the dangers presented by windows in the home environment. Through this unit the will:

- be able to **identify trusted adults**
- be able to **recognise a range of warning signs**
- be able to **spot the dangers we may find at home**
- know the importance of **listening to trusted adults**

