



## Curriculum Planner

**Term: Autumn 2**

**Year: 4**

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

Church school value of the term:	British value of the term:
Generosity	Individual Liberty

**WOW Day:** *North America – make the map out of school equipment on the field.  
North American sport activities/games (baseball, horseshoe throwing etc.)*

<b>Dream big</b> Vocabulary and language enrichment Reading for enjoyment Our local community Global learning	<b>Love God</b> Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	<b>Live well</b> Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"><li>• Vocabulary focus linked to: North and South America; Sound and Pilgrimage with pre and post learning activities</li><li>• Using the school library</li><li>• Library weekly book loan</li><li>• Class read: 4C: age appropriate class choice 4M: Desirable by Frank Cottrell Boyce</li><li>• Global learning: Why are people hungry?</li><li>• Parent volunteer readers</li></ul>	<ul style="list-style-type: none"><li>• Generosity – Collective worship focus</li><li>• Class collective worship book</li><li>• Class reflection area – community based activities.</li><li>• Outdoor 'ECO' area – continue with potatoes in planters, plant daffodils alongside fence area (ready to bloom in Spring)</li><li>• School litter pick</li><li>• P4C: Responding to images that focus on local environmental issues</li></ul>	<p>Online safety</p> <p>Classroom routines and behavior</p> <p>Routines to focus on keeping safe outside of school as well as in school – being seen clearly as the days become shorter</p> <p>Continual focus on class charter</p> <p>PSHE/RSE linking to physical and mental health and making positive choices</p>

<p style="text-align: center;"><b><u>English</u></b> <b>‘North and South America’</b> <b><u>Persuasion Text</u></b></p> <ul style="list-style-type: none"> <li>• Holiday brochure for Canada</li> <li>• Using conjunctions to extend sentences</li> <li>• Rhetorical questions</li> <li>• Contractions</li> <li>• Organisational devices</li> <li>• Correct use of commas (e.g. after fronted adverbials)</li> </ul> <p style="text-align: center;"><b>‘Haiku Poetry’</b></p> <ul style="list-style-type: none"> <li>• Poems focusing on the different seasons</li> <li>• Alliteration</li> <li>• Noun phrases</li> </ul>	<p style="text-align: center;"><b><u>Mathematics</u></b></p> <p style="text-align: center;"><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"> <li>• Multiply and divide by 10 and 100</li> <li>• Multiply by 1 and 0</li> <li>• Divide by 1 and itself</li> <li>• Multiply and divide by 6, 7, and 9</li> </ul> <p style="text-align: center;"><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>• Equivalent fractions</li> <li>• Fractions greater than 1</li> <li>• Counting in fractions</li> <li>• Adding 2 or more fractions</li> <li>• Subtracting from whole amounts</li> <li>• Calculating fractions of a quantity</li> </ul> <p style="text-align: center;"><b>Decimals:</b></p> <ul style="list-style-type: none"> <li>• Recognise tenths and hundredths</li> <li>• Tenths as decimals</li> <li>• Tenths on a place value grid/on a number line</li> <li>• Divide 1 and 2 digits by 10 and 100</li> <li>• Hundredths as decimals</li> <li>• Hundredths on a place value grid/on a number line</li> </ul>	<p style="text-align: center;"><b><u>Science</u></b> <b>Sound:</b></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</li> <li>• Recognise that sounds get fainter as the distance from the sound’s source increases.</li> </ul> <p style="text-align: center;"><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• Finding patterns in the sounds that are made by different objects. Make and play their own instruments by using what they have found out about pitch and volume (post learning activity).</li> </ul>
<p style="text-align: center;"><b><u>Religious Education</u></b> <b>People of God:</b></p> <p style="text-align: center;">Pilgrimage: across religions</p>	<p style="text-align: center;"><b><u>Geography</u></b> <b><i>North and South America</i></b></p> <ul style="list-style-type: none"> <li>• Locate the world’s countries, using maps to focus on environmental regions, key physical and human characteristics, countries and major cities.</li> </ul>	<p style="text-align: center;"><b><u>Physical Education</u></b> 4C: Swimming 4M: Rugby</p>

<p><b><u>Art and Design</u></b></p> <p>Drawing Bodies</p>	<p><b><u>Music</u></b> <b>Charanga:</b></p> <p>Instrumental Skills: Glockenspiel Stage 2</p>	<p><b><u>PSHE/RSE</u></b> <b>Self Confidence:</b></p> <ul style="list-style-type: none"> <li>• Physical and mental health</li> <li>• Making positive choices</li> <li>• Reflecting on the reality of what we see/read in the media</li> </ul>
<p><b><u>Computing</u></b></p> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>• Staying safe online</li> <li>• Focus on social media and gaming</li> </ul>	<p><b><u>FL</u></b> être – to be</p> <p>Members of the family</p> <p>Ask and answer questions about family members</p>	

**Parental engagement:** Parent volunteers listening to readers, Maths Investigations Challenge, Parents to watch nativity performance