



**Wonder**  
Learning Partnership  
Educate | Empower | Engage | Enrich

## Your Child's Learning Journey

### AUTUMN 2024

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.**

Children 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
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# 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 - Pottery

In this art and design project, children explore the cultural and artistic importance of Bell Beaker pottery. They begin by making preliminary sketches of the pots' forms, shapes, and patterns. Building on their previous knowledge from the Year 2 project, Flower Head, they enhance their clay skills to include rolling coils, making and using slip, and joining clay. They use these techniques to experiment with adding decoration and embellishments to clay slabs in the Bell Beaker style. To consolidate their learning, they create a pot using pinching, coiling, and pattern-making techniques inspired by Bell Beaker pottery.

The unit ends with a pottery workshop in school.



# HISTORY

## Through the Ages

In the Through the Ages project, your child will learn about three different periods of British prehistory: the Stone Age, Bronze Age and Iron Age. They will discover terminology relating to time and sequence dates to make a timeline. They explore the changes to people, homes and lifestyle throughout the different periods and investigate examples of prehistoric settlements, monuments, burials and artefacts in detail. They will also study how technology improved over time, including how the discovery of different metals changed the way that people lived.

# COMPUTING

## Autumn 1 – Connecting Computers

Your child will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. We will start by comparing digital and non-digital devices, before introducing them to computer networks that include network infrastructure devices like routers and switches.

## Autumn 2 – Coding Shapes

This unit is the first of our programming units this year, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

# MUSIC

## Autumn Half Term 1 - Whole Class Instrumental Tuition – Tuned Percussion

In this whole-class instrumental topic on tuned percussion, our South Africa-themed lessons will develop pupils' rhythmic, singing and notation skills.

## Autumn Half Term 2 – Developing Singing Technique

Your child will develop their singing technique, learning to keep in time and work on musical notation and rhythm. The unit finishes with a group performance of a song with actions. The theme of this unit is the life and mythology of the Vikings.

# DT

## Autumn 2- Eating Well

In this design and technology project, children learn about food groups and the Eatwell guide. They expand on their previous knowledge from the Year 2 project, Remarkable Recipes, by exploring various cooking methods, including boiling, steaming, roasting, baking, and slow cooking. They practise these techniques by cooking potatoes and ratatouille. The children then select and prepare a taco filling based on specific design criteria and evaluate their final product.



# SCIENCE

## Autumn – Animal Nutrition and the Skeletal System

In the Animal Nutrition and the Skeletal Systems project, your child will revisit prior learning about living things, including how animals can be carnivores, herbivores or omnivores, needing food, water, air, shelter, sleep and space to reproduce and survive. They will use the term 'nutrition', learning that it is a life process by which all living things get or make food. They will learn that humans are omnivores because of their teeth and ask scientific questions about the human diet and research to find the answers. They will learn how humans need a balanced diet containing various foods in the right proportions from the main food groups: fruit and vegetables, carbohydrates, proteins, dairy and alternatives and oils and spreads. They will learn that oils and spreads contain fat which is an essential part of the human diet if consumed in small amounts, before investigating the fattiness of various foods. They will read information to compare the diets of different animals, including carnivores, herbivores and omnivores, revisiting learning about how animals' diets change with the seasons. They will learn the function of the human skeleton, observing and then labelling the location of its major bones. They will learn what joints are and investigate how they allow us to bend and move easily. They will learn the function of muscles and identify how they work in pairs before observing firsthand the movements their muscles bring about. They will carefully examine different skeleton types and use the terms 'vertebrate', 'invertebrate', 'endoskeleton' and 'exoskeleton'. They will complete their learning by generating scientific questions on the theme of nutrition, skeletons and muscles and use observation or research to find the answers.

# PSHCE

Children will cover three topics this term on the themes of feelings and emotions, being responsible, and staying safe across the term.

## Jealousy

- How do we experience feelings and emotions in our bodies?
- Who can support us with our feelings/emotions?
- How can we reduce the unpleasant effects of negative emotions?
- Can you describe the feeling of jealousy?

## Being responsible

- How can we be responsible at home, at school, and in the community?
- Why do we have rules?
- Why is it important to be on time?

## Cycle safety

- How can we keep safe at home, at school, and in the community?
- How can we stay safe when riding a bike?



## RE

### Why Remember?

This unit provides opportunity to use a Social Science lens to explore remembrance in the context of some important religious and secular festivals; including Remembrance Day and festivals which remember or commemorate people or events in the past. Children will also use theology to interpret the stories behind religious festivals. They will consider how symbols and artefacts may be used to express what is remembered.

By the end of this unit, pupils should have a good understanding of the purpose and value of religious and community celebrations. In the second half term they will also complete a short unit entitled “The People of God” that looks at impact of the nativity story and the work of the disciples as we approach Christmas.

## PE

In the first half term your child will take part in **gymnastics and dance**. In the second half we will introduce them to skills, rules, and tactics of a range of **invasion games**.

## FRENCH

Each unit in French will involve study of a French story, singing French music, and some work on the cultural and social life of French-speaking countries. In the first half term we will focus on greetings, Instructions, and words to describe and name animals. In the second half term we will look at how nouns and adjectives in French have specific genders as well as complete a unit of work on storytelling before we learn about some French Christmas traditions.

### Key questions:

**Autumn 1** - Do you have any pets? **As-tu un animal ?**

**Autumn 2** - What is your name? **Comment t’appelles-tu?**

