

Curriculum Outline, Class 4.

Autumn 2017.

English:

- **Speaking and listening:** listen to and discuss a variety of books; prepare texts to read aloud and perform showing understanding; discuss challenging words, figurative language and phrases and build own vocabulary and sentence structure; ask reasoned questions about texts; participate in discussions about texts, identifying themes and conventions; prepare presentations about what they have read.
- **Word reading:** apply spelling rules and strategies to independent reading; independently seek to augment their own vocabulary whilst reading – look / ask about definitions.
- **Comprehension:** develop / maintain positive attitude to reading across a variety of genres; read for both understanding and pleasure; understand characters' feelings and motives and seek evidence for this in the text; predict developments in a plot; be able to summarise plots; understand how punctuation is used to clarify thoughts.
- **Spelling:** use prefixes in, im, il, i-r, sub, inter, super, anti, auto; understand and add suffixes – ation, -ous, -tion, -sion, -ssion, -cian, -cious, -tious, -cial, -tial, -ant, -ance / ancy, -ent, -ence / ency.
- **Handwriting:** use diagonal and horizontal strokes needed to join letters and know when not to join; increase legibility using taught strategies (eg – spacing and sizing of letters).
- **Writing:** use a variety of genres to express themselves across the curriculum; plan, draft, organise, write, check, evaluate and perform their own work; use learned spelling, punctuation and grammar in their writing; apply their reading experience to their writing.
- **Grammar:** understand the grammatical differences between plural and possessive s; use standard English forms for verb inflections (eg we were not we was); add adjectives, nouns and preposition phrases to make sentences more complex; convert nouns or adjectives into verbs using – ate, ise, ify; verb prefixes – dis, mis, over, re; use relative clauses – who, which, where, when, whose, that.

Maths:

- **Number and place value:** read, write, order and compare numbers and determine value of each digit up to 1,000,000; count forwards and backwards in steps of different sizes; interpret negative numbers in context and count through zero; round numbers to nearest 10, 100, 1000 etc; solve practical place value problems; read Roman numerals up to 1000 and recognise years written in this way; find 1000 more or less than a given number.
- **Addition and subtraction:** add and subtract numbers of various sizes using formal written methods; use mental addition and subtraction methods; use rounding and

inverse operations to estimate and check answers and improve accuracy; solve addition and subtraction problems including those with more than one step.

- **Multiplication and division:** **RECALL MULTIPLICATION AND DIVISION FACTS UP TO 12 X 12**; identify multiples and factors, finding all factor pairs / common factors of two numbers; know and use prime numbers, prime factors and composite (non-prime) numbers; multiply / divide numbers up to 4 digits by a one or two digit number (including long multiplication / division); multiply three numbers of one digit; use distributive and associative laws; multiply and divide whole numbers by 10, 100, 1000 etc also by 0; recognise and use square numbers and cubed numbers; solve problems (including multi-step problems) using multiplication and division skills.

Science:

- **Light and colour:** understand that light travels in straight lines and that shadows are formed when light is blocked; know the structure of the eye and how each part works; understand how the brain is involved in seeing and how it can be tricked (optical illusions); know that white light is made up of the colours of the spectrum.
- **Sound:** understand that sound is caused by vibrations in the air; know the difference between pitch and volume and how they are caused; understand the inner workings of the ears and how they use the principles of sound; echoes.

History: from -

- **Ancient Greeks (why do we study the Greeks / what did the Greeks ever do for us?):** democracy, city states, Olympics and marathon, writing, education, religion, art, theatre and entertainment, food and clothes, everyday life, status.

Geography:

- main European and world countries and capitals; geo travellers; scale and distance; keys.

ICT

- using Scratch, word processing skills, copy and paste, font, find and replace, cut, excel. Using ICT in other subjects.

ART:

- the paintings of Escher (link to Science, optical illusions); still life drawings.

Games:

- football and netball skills.

French:

- alphabet and numbers; animals (and adjectives – colour); food (and adjectives); correspondence with French partners.

Design:

- link to science: design, make and assess own musical instruments (tuned if possible).

PSHCE:

- rules, rights and responsibilities, democracy (School Council positions), personal development.

Music – Mrs Macefield.

RE – Mrs Dodge