Year 4: Autumn 1 Curriculum Overview

HENHURST RIDGE PRIMARY ACADEMY



Maths

As Mathematicians, Year 4 will learn to count in multiples of 25, 100 and 1000. The pupils will learn about place value to 4 digits, comparing numbers using the most relevant mathematical language. We will round numbers to the nearest 1000, 100 and 10 then we will apply this knowledge to approximate, total and find the difference. Following on, we will be adding and subtracting without and with renaming.

Writing

As writers, we are going to be working on a Defeat the Monster tale throughout this half term. The children will have plenty of opportunities to revisit many tools they learnt last year. Our lessons will be structured the following way: Handwriting, Spelling, Dictation then Grammar and Writing composition.



Science

As Scientists, Year 4 will explore the unit of 'Materials: States of Matter' where the children will investigate solids, liquids and gases by exploring the properties of different states of matter and how materials change state.





History

This half term in History Year 4 will examin how children's lives have changed over time by investigating leisure, health and work in the past.

Computing

This half term in Computing, Year 4 will be developing online research skills by learning how to search for information and judge its probably accuracy.



PE



This half term in PE, Year 4 will be working with Mr Furniss on Health and Fitness on Fridays. On Tuesdays they will be learning all the skills to play Dodgeball with the class teacher. Here, they will be developing their throwing, catching, dodging and jumping skills alongside some emotional and social skills.

Reading

We will be reading 'Oh, Mummy Mia!' by Maz Evans, which is a hilarious book to start off the year and motivate our little readers.





Art

In Art, we will focus on 'Drawing: Exploring tone, texture and proportion' to create realistic and expressive drawings, inspired by artists Sarah Graham, Nicola McBride and Beatriz Milhazes.



PSHE

In PSHE, we will explore the unit of 'My healthy self: How can I make healthy choices?'. We will explain how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration.

Music

This half term in Music, we will be completing our 'Body and tuned percussion' unit with the theme: Rainforests.





RE

In RE, our next unit is called, 'Are all religions equal?' Year 4 will be exploring the origins of various religions and discover geographical and historical connections among them.



Spanish

This half term in Spanish, we will learn dates in Spanish. Year 4 will be mastering numbers to 31 and months of the year, saying the date and finding out about some Mexican birthday traditions.

HENHURST RIDGE PRIMARY ACADEMY

Year 4: Autumn 1 Home Learning Menu

YEAR 4

TT Rockstars – to practise times tables and improve speed and accuracy. Spend 5 minutes a day on TT Rockstars to build fluency with multiplication facts.

Mathletics – to build on class learning and strengthen maths skills. Log on to Mathletics regularly to complete set tasks that link to current topics.

EdShed – to practise weekly spellings through fun games. Play on EdShed several times a week to rehearse spellings in fun, interactive ways.

Practise numbers we have learnt in Spanish.	Write an effective character discription of a villain.	Keep a diary about the weather for a couple of weeks to see a pattern in the climate of Great Britain.	Tap out rhythms using claps or household objects.	Play an “obstacle course” game at home or in the garden.
Share family traditions (just like birthdays) or values and discuss how they shape your life.	Making connections with our class book: read as many books as possible that are set in Ancient Egypt.	Imagine you are a working child. Explain what life would be like.	Write and illustrate a short poem about a monster.	Look around at home and find different fabrics (clothes, pillows, etc.). See what materials they are made of.
Compare different celebrations you follow as a family (Easter, Christmas, New Years, Ramadan, etc,).	Research a kind of job children did in the past.	Play a place value game with dice or cards (make the biggest/smallest number).	Learn a song together and use your body as an instrument.	Make a “feelings chart” to talk about emotions each day.
Experiment with drawing and shading different shapes.	Think about different ways of relaxations. Make a list of what helps you relax and rest the best.	Do a short workout as a family (sit-ups, jogging, star jumps). You parents may remember some Joe Wicks workout videos from those ‘lockdown’ times.	Make a sequence (poster) of the change of a material into a diffferent matter.	Represent some number petterns in a place value chart (amounts) using different equipment at home. What is the strangest equipment you have found and used?

History - How have children's lives changed?

apprentice*	A young person who learns a trade or occupation in return for accommodation, clothing and food.
change	Things that are different.
childhood*	The time between infancy and adolescence.
continuity*	Things that remain the same.
deduction*	Conclusions reached after looking at sources.
historically significant	A person, event, place or idea that is considered important.
law	A rule that everyone in a place must follow, decided by the people in charge.
modern	Relating to the present or recent past.
poverty*	Having little money to pay for accommodation, food, heating or clothing.
primary source	An object or record created at the time of an event or period.
secondary source	An object or record created after an event or period.
servant*	A member of staff who kept the house clean and looked after the family.
working conditions*	The environment in which people work, including safety, hours and pay.

Health

Many children did not live to adulthood in Tudor and Victorian England. They were malnourished due to poor harvests. Diseases such as smallpox, cholera and the plague spread rapidly. The development of vaccines, antibiotics and medical care has led to children recovering from illnesses.



History - How have children's lives changed?

Tudor frost fair



Victorian fair



Modern fair



During the Tudor period, fairs were held to celebrate saint's days in local towns. Children would have watched jesters walking on stilts, juggling or performing tricks; watched archery demonstrations; bought food; and enjoyed plays. By the Victorian period, there were swingboats and carousels. Today, technology has transformed fairgrounds into huge theme parks.

Lord Shaftesbury 1801-1885

Lord Shaftesbury encouraged the establishment of schools to give working children an education. He also publicised the poor working conditions of children and introduced parliamentary bills to reduce the numbers of hours children worked.



Apprentices

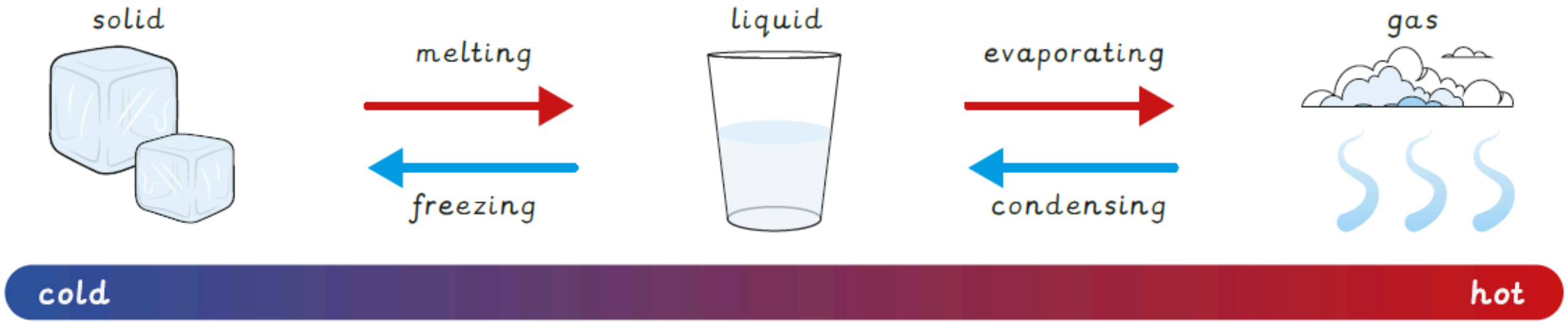
Tudor and Victorian children as young as seven left home to become apprentices. They swore an oath to remain loyal to their master. In return, they received training, food and lodging. Children - mostly boys - trained to become blacksmiths, cobblers, gong farmers, shipmakers, publishers and more.



Science - States of matter

Matter takes up space and can be weighed. There are three states of matter: solid, liquid and gas.

Solids have a fixed shape and volume. The shape can be changed by applying a force.	Liquids have a fixed volume but not a fixed shape. They will flow when poured and take the shape of the container they are in.	Gases do not have a fixed shape or volume. They will spread out to fill a container.

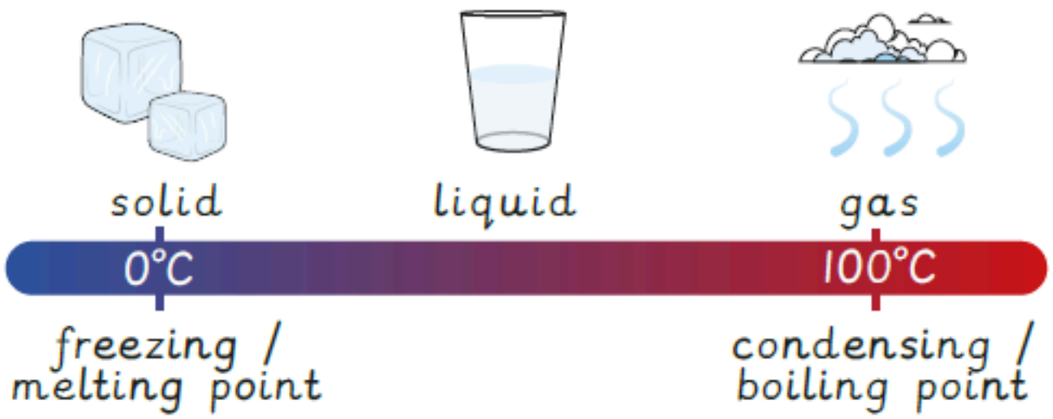


Cooling a liquid below its **freezing point** will cause it to freeze. **Freezing** is a change of state from a liquid to a solid.	Heating a solid above its **melting point** will cause it to melt. **Melting** is a change of state from a solid to a liquid.	Cooling a gas below its **condensing point** will cause it to condense. **Condensing** is a change of state from a gas to a liquid.	Heating a liquid above its **boiling point** will cause it to evaporate. **Evaporating** is a change of state from a liquid to a gas.

Science - States of matter

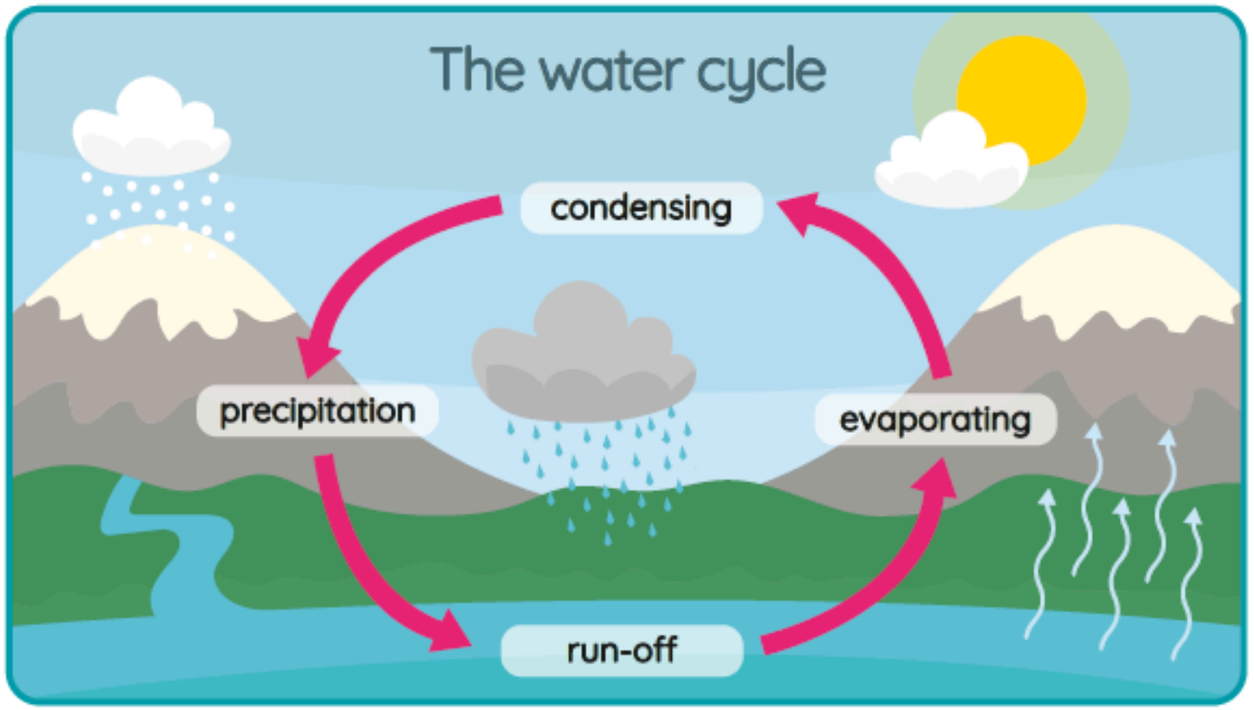
Temperature affects the **rate** (how quickly) at which **changes of state** happen. The windier and hotter the weather, the faster the **evaporation rate**.

Water is a material that can exist in all three states depending on the temperature.



The water cycle is being affected by **climate change**. Increasing temperatures are causing:

- Melting of ice and snow; leading to rising sea levels.
- Faster evaporation rates:
    - causing more rainfall in some areas, leading to **flooding**;
    - causing less rainfall in some areas, leading to **droughts**.



The water cycle is the constant movement of water from one place and state to another:

- **Evaporating**: water in water stores, such as seas and lakes, is heated by the Sun and evaporates into water vapour.
- **Condensing**: water vapour cools as it rises and condenses to form clouds; tiny liquid droplets of water.
- **Precipitation**: water falls from the clouds in a liquid state (e.g. rain) or a solid state (e.g. snow).
- **Run-off**: precipitation runs off the land into rivers and streams and back to water stores like the sea.