

Year 4 Curriculum Map – Autumn Term 1

Literacy

This term, Year 4 pupils will begin by exploring the life and achievements of **Matthew Henson**, one of the first people to reach the North Pole. Through drama, discussion and research, they will develop their understanding of biography writing before producing a **biographical recount**, photo story or poster celebrating his legacy. In the following weeks, pupils will study **Ernest Shackleton's Journey**, using rich texts and role play to inspire writing. Outcomes will include **lists, diary entries, persuasive letters, explanation texts and recounts**, with a focus on using paragraphs, fronted adverbials, conjunctions, speech punctuation and descriptive language.

Maths

We will continue our work in maths, following our Maths Mastery units of learning. This term the children will be learning:

Reasoning using 4-digit numbers

4-digit place value. Read, write, represent, order and compare • Find 10, 100 or 1000 more or less • Round numbers to the nearest 10, 100 or 1000

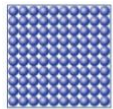
Addition and subtraction

Select appropriate strategies to add and subtract • Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping

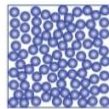


Science – States of matter; solids, liquids and gases

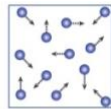
- To compare and group materials together, according to whether they are solids, liquids or gases.
- To observe that some materials change state when they are heated or cooled, and research the temperature at which this happens in degrees Celsius (°C).
- To investigate the time, it takes for different types of chocolate to melt.
- To understand the processes of evaporation and condensation.
- To identify the part played by evaporation and condensation in the water cycle.



Solid



Liquid



Gas

Core Learning Skills

Learning with others

PSHE – Being me in my world

- To be able to know my attitudes and actions make a difference to the class team.
- To be able to understand who is in my school community, the roles they play, how I fit in and how I can contribute.
- To be able to understand how democracy works through the school council/in this school.
- To be able to understand that my actions affect myself and others.
- To be able to understand how groups come together to make decisions.
- To be able to understand how democracy and having a voice benefits the school community.

Computing:

Internet Safety Lesson – To identify how a message can hurt someone's feelings.

Unit of work: Word Processing

- To be able to format images for a purpose
- To use formatting tools to create an effective layout
- To be able to use the spellcheck tool.
- To be able to insert and format a table in a word processing document.
- To be able to create hyperlinks within a word document.

Art: Kehindi Wiley

Key Knowledge and Skills to learn:

- To learn about the artist Kehindi Wiley and explore some of his artwork.
- To use pencil to sketch figures in different poses.
- To use photography to take pictures of figurative poses.
- To make observational drawings of flowers and leaves using pencil.



History: Civil rights

Key Knowledge and Skills to learn:

- To learn about some of the important people in the recent history of civil rights.
 - To learn about the history of segregation in America.
- To learn about the life and legacy of Rosa Parks in the context of civil rights.
- To learn about the life and legacy of Dr Martin Luther King in the context of Civil Rights.
- To describe how Nelson Mandela's life has impacted our lives today.
- To discuss the differences and similarities in the stories of Rosa Parks and Nelson Mandela.

RE - How did belief in God affect the actions of people in the Old Testament

- To explore how Abra(ha)m demonstrated faith in God
- To explore how Moses followed God's calling for his life
- To explore what it means for a believer to follow God's call
- To explore how Ruth demonstrated faith in God through selflessness

