

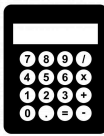
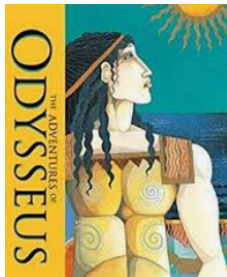
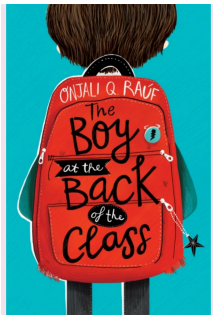

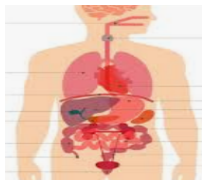





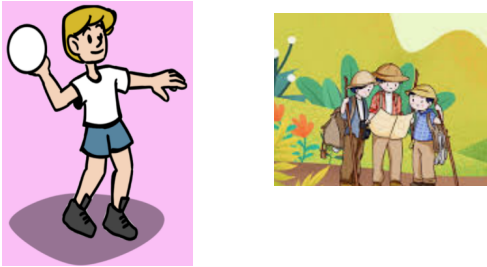





# Our Year 4 Curriculum - Autumn 1



|  |  |
|--|--|
| <b>Our lens</b>   | <b>Democracy</b>   |
| <b>Big question</b>   | <b>Should the Parthenon Marbles be in the British Museum?</b>  |
| <b>Maths</b><br><br>  | <b>Place value</b><br>Pupils will be representing numbers up to 10,000 using number lines and place value charts. They will round to the nearest 10, 100 and 1000. Partitioning of numbers in a variety of different ways will support pupils to understand what makes up a number.<br><br><b>Addition &amp; subtraction</b><br>Pupils will use formal written and mental methods to add and subtract two 4-digit numbers with regrouping.   |
| <b>English</b><br><br>  | <b>Writing</b><br><b>'The Adventures of Odysseus'</b> by Hugh Lupton, Daniel Morden & Christina Balit<br><br>Pupils will focus on sentence construction using a range of conjunctions. They will use adverbials of time, place and manner, and ensure that their tense is consistent throughout their writing. Weekly spelling lessons will embed previously taught spelling patterns from Years 2 and 3, and children will continue to learn the statutory spelling words. The following punctuation will be taught: apostrophes for possession (singular and plural), commas in a list and after a fronted adverbial, inverted commas for direct speech.<br><br><b>Reading</b><br><b>'The Boy at the Back of the Class'</b> by Onjali Rauf<br>Reading lessons will focus on clarifying the meaning of new and unfamiliar words, inferring using evidence from the text and making predictions based on what has been read. |
| <b>History</b><br><br>   | <b>Ancient Greece</b><br>The children will learn when and where the ancient Greek civilisation happened and what characterised the city states of Athens and Sparta before zoning in on democracy and other aspects of Athenian culture. They will debate whether the Parthenon Marbles should be in the British Museum.<br><br><b>Educational visit:</b> British Museum   |
| <b>Science</b><br><br>   | <b>Animals Including Humans</b><br>Pupils will learn about the different organs in the digestive system and the role they play in digestion. They will learn about the different types of teeth and how they help break down food as well how we can protect our teeth. Pupils will learn about the roles animals have within food chains and construct their own.   |

|   |  |
|---|--|
| <b>Religious Education</b><br><br> | <p>This term in Religious Education, Year 4 will explore the question: What is the ultimate reality? Focusing on the Abrahamic faiths—Judaism, Christianity, and Islam—children will learn key vocabulary such as God, Allah, Yahweh, higher being, and worldview. They will examine different beliefs about the nature of God, including being all-powerful (omnipotent), all-knowing (omniscient), and all-loving (omnibenevolent), as well as ideas like the Trinity and the “Lamb of God.” Pupils will consider how these beliefs influence how people live and reflect on their own thoughts and questions in a respectful and inclusive environment.</p> |
| <b>Art</b><br><br>                 | <p><b>Still Life Drawing Skills</b><br/>Over the coming half term, we will practise the skills required to draw from observation, creating still life scenes of everyday objects. We will explore still life artists and will experiment with pencil grades in order to create shape, proportion and tone.</p>   |
| <b>PSHCE</b><br><br>               | <p>How do we treat each other with <b>respect</b>?<br/>Respect and responsibilities linked to developing our class charters which will outline how, as a class, we expect each other to be respectful.</p> <p><b>British Value:</b> Democracy</p>  |
| <b>Music</b><br><br>              | <p><b>Dragon Scales-Pentatonic Scale</b><br/>Sing independently and blend when singing in a large group and using pitch and expression.</p>  |
| <b>Computing</b><br><br>         | <p>This half term in Computing, Year 4 pupils will be learning how to solve problems using key computational thinking skills. They will explore techniques like decomposition (breaking problems into parts), abstraction (focusing on what matters), pattern recognition, and algorithm design. Children will learn how these strategies help simplify tasks, make better plans, and create clear step-by-step solutions. They'll also apply these skills when coding, improving, and evaluating their digital work to become confident and logical problem-solvers.</p> <p><b>Online safety:</b> How can I be safe and respectful online?</p>                |
| <b>Outdoor PE</b><br><br>         | <p><b>Handball</b><br/>Handball is an invasion game. In this unit, the children will develop their understanding of the attacking and defending principles of invasion games. They will think about how they use skills, strategies and tactics to outwit the opposition. In handball, the children will do this by maintaining possession and moving the ball towards the goal to score. They will develop their understanding of fair play and honesty while self-managing games and learning to abide by key rules.</p> <p><b>Educational visit:</b> outdoor adventure activities at Epping Forest</p>  |
| <b>Indoor PE</b><br><br>          | <p><b>Dance</b><br/>The children will focus on creating characters and narrative through movement and gesture. They will take inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, children will think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p> <p><b>Swimming</b><br/>As we prepare for the new swimming term, our focus for the first half</p>  |

|  |  |
|--|--|
|  | <p>will be reintroducing routines and ensuring safety. We will be reinforcing safety rules in the changing rooms, at the poolside, and in the pool. During this time, we will also assess each child's swimming ability and need to place them in appropriate groups. Safety in the water will be our main priority this term.</p> |
|--|--|