



# Year 4, Autumn

Children will start the term developing their understanding of the key learning skills under the school's ACRO project - Attitude, Creativity, Relationships and Organisation.

## Twisted fairy tales

Children will engage with narratives through the exploration of familiar fairy tales with interesting twists before creating their own twisted tale. They will be developing their understanding of characterisation and settings to create a twisted tale which will surprise the reader!



## Class reader

A delightful story from award winning writer, Matt Haig that tells the 'true' story of Father Christmas. It is a story that proves that nothing is impossible. A Boy Called Christmas is a tale of adventure, snow, kidnapping, elves, more snow, and a boy called Nikolas, who isn't afraid to believe in magic.

## Batteries Included

In this unit, children will be focusing on electricity, its uses and its impact on our lives. They will develop their understanding of how electricity works through making, testing, problem solving and recording circuits with a range of components. They will apply this learning to design and make a working torch and, later in the term, Christmas lanterns.



## Where does my food go?



Children will learn the different parts of the human digestive system and the role each part plays. Opportunity to research their digestive systems will be given, through physically creating it with props, following the journey of food from mouth to toilet. They will also compare the differences between the teeth of herbivores, carnivores and omnivores. All this learning will be used to create a non-chronological report in writing.

## Were the Dark Ages dark?









In this unit, children will learn about the key periods of the Dark Ages. In history they learn about the waves of invaders and settlers who came to Britain from Scandinavia and North Western Europe during the period 450 to 1100 A.D. and the influence this had on both the invaders and the invaded. Children will learn about the place names that have survived from Anglo-Saxon and Viking origins – noting the counties of the UK where this period had the greatest impact.










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## Subject Overview

	<p><b>READING:</b> Children will have guided reading sessions each day. They will be encouraged to engage with a wide range of genre from our well-stocked library. All children will be set a reading target in the first few weeks which will be regularly reviewed with rewards for children that reach 100% each half term. Class novels include 'The Fairy Tales of Brothers Grimm' by Noel Daniel and 'A Boy Called Christmas' by Matt Haig.</p>
	<p><b>WRITING:</b> Pupils will explore and produce extended writing across a range of genre — narrative linked to Twisted Fairy tales, poetry, a report on digestion, instruction writing linked to DT, a persuasive letter and a journal linked to 'A Boy Called Christmas'. They will learn how to draft, re-draft and edit effectively.</p>
	<p><b>MATHS: Place Value</b> - count backwards through zero to include negative numbers; count in multiples of 6, 7, 9, 25 and 1000; find 1 000 more or less than a given number; order and compare numbers beyond 1 000; identify, represent and estimate numbers using different representations; read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value; recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones); find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths; round any number to the nearest 10, 100 or 1 000.</p> <p><b>Addition and Subtraction</b> - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate; estimate and use inverse operations to check answers to a calculation; solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p><b>Multiplication and Division</b> - count in multiples of 6, 7, 9, 25 and 1 000; recall multiplication and division facts for multiplication tables up to 12 x 12; Estimate and use inverse operations to checks answers to a calculation.</p> <p><b>Measurement</b> - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres; convert between different units of measure (e.g. kilometre to metre; hour to minute).</p>
	<p><b>ART AND DESIGN: Abstract Artists Study</b> - Children investigate abstract art in different forms; what it is; how it represents thoughts, experiences and emotion - focusing on the work of Kandinsky, Miro and Mondrian, recognising their key works.</p>
	<p><b>COMPUTING: Avatars/Password set up for personal accounts</b> - Children will create an avatar to protect their identity and understand why this might be beneficial when using social media or other online channels. This is recapping the e-safety linked to identity from Year 3. As a part of this short unit, children also review their personal accounts that were set up for them in YR 3 such as IXL, TT Rockstars and AR. They check that their passwords still work, and we discuss the importance of password protection, logging off an account/site properly and what to do if you think that someone may have accessed your personal account.</p> <p><b>We Are Game Designers</b> - Children are to produce a simple racing car game through the use of scratch coding. Children make a simple backdrop, a racing car and a track. They then follow a set code to make the car navigate the track building on the skills learnt in YR 3 where they had to make a character move in different directions. Children will also get to improve their debugging knowledge from YR 3 by fixing any issues that may occur during this process.</p> <p><b>We are html editors</b> - Children are introduced to the difference between the web and the internet. They consider how a webpage works and the html (hypertext mark-up language) allows the site to look and perform. Children then get to modify existing web pages by altering the html via visual inspector. This has strong links to e-safety in terms of not believing everything you believe on a website and the importance of security online.</p>
	<p><b>DESIGN AND TECHNOLOGY: Making a steady hand game</b> Applying their understanding of series circuits learnt in science, children design and make a fully functioning steady hand game. After evaluating a range of existing products, children perform practical tasks including joining and finishing.</p> <p><b>Christmas Lanterns</b> - Having previously built a structure using paper straws, pupils now manipulate and cut willow to create a variety of 3D structures. As well as increasing the scale of their final products, children need to consider the functionality of their final design in order to make an attractive lantern. After completion, these are celebrated and enjoyed on display at the Christmas fayre.</p>
	<p><b>FRENCH: Presenting Myself</b> In this unit the children will learn how to: • Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules.</p>
	<p><b>HISTORY: The Saxons</b> Children will focus on the following objectives: 1) To have a clear understanding of when, how and why the Anglo Saxons immigrated to Britain. 2) To understand the cultures of Anglo-Saxon life.</p>



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	<p><b>MUSIC: Wonderful Williams</b> In this unit, children will discover why John Williams is 'Wonderful.' They listen to examples of his work – Jaws, ET, Star Wars, Jurassic Park, Harry Potter and know that his contribution to film music is huge. This short unit pre-empt the work the children will do in Year 5 (Nature Documentary – introduction to the term 'underscoring') and Year 6 (Film Music – introduction to the term 'leitmotif'). Film music is essential in helping to tell the story. Children revise the names and families of orchestral instruments and appreciate the important role the conductor has. Children learn how to beat time, how to gesture to play loudly and quietly, how to gesture to play 'legato' and 'staccato' and how to invite the orchestra to begin at the same time.</p> <p><b>Witches and Wizards</b> In this unit, children will further revise orchestral instruments and compare Hedwig's Theme and Dance of the Sugar Plum Fairy. Children revise ostinatos by using 'Snape Snape' as an example. They recreate this ostinato and then create their own using their own theme e.g food or Pokemon. Children listen and appreciate two key works: Night on a Bare Mountain and Symphonie Fantastique Mvt 5 as they have a common theme. Children compare the theme and other aspects of the music including the composers themselves. They identify musical techniques used by the composers as a basis for a SC. Children compose their own 'Monster' music and evaluate this against the SC.</p> <p><b>What an Enigma!</b> In this unit, children will know key works by Edward Elgar and know that this composer lived in West Sussex for a spell. Be inspired by his Enigma Variations and learn how to create a theme and use this to dedicate their own music to a friend or family member. Children evaluate each other's work. Children know that many composers and musicians had friendships and connections which influenced their music. Children revise the names of notes on the keyboard and also learn that music is written down on a ladder called a stave. They are introduced to lines EGBDF and space FACE. Children locate the Nimrod theme from a score.</p>
	<p><b>PHYSICAL EDUCATION (PE): Gymnastics 3</b> Pin, star and Tuck – exploring these different body shapes with and without apparatus.</p> <p><b>Basketball Skills</b> Dribbling, passing and shooting.</p> <p><b>Invasion 4</b> Basic game play looking at defence and attack. Specific Football and Tag-Rugby skills and Hockey).</p> <p><b>Endurance Running</b> Preparing for the Cross Country Event.</p> <p><b>Personal Best Challenges</b> Looking at a variety of different skills pupils try to beat their personal best scores and improve.</p>
	<p><b>PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE): Self-Image and Self-Esteem</b> Children will focus on the following objectives: I can recognise what is special about me. I can recognise the effect the media and my peers have on my self-esteem and self-image. I understand the impact my words have on others. I can appreciate the differences and similarities between my peers and me. I will have coping strategies for when my self-esteem is low. I can identify positive role models and use these to support my self-worth.</p> <p><b>Economic Wellbeing</b> Children will focus on the following objectives: I understand the different methods of payment and when best to use these. I understand the importance of a bank account and keeping my money safe. I know the risks associated when spending money online. I appreciate that people can make their own choices about spending money. I understand that money can affect our emotional wellbeing. I can make my own choices for spending and receiving money. I understand the link between jobs and money and how my choices will affect these goals.</p>
	<p><b>RELIGIOUS EDUCATION (RE): What do Jews believe?</b> By learning that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship. the children will understand the special relationship between Jews and God and the promises they make to each other. They will consider some of the ways Jews demonstrate the personal relationship they have with God. This will develop understanding and insight into a world religion.</p> <p><b>What is the most significant part of the Nativity story for Christians today?</b> By understanding the symbolism in the Christmas story and think about what the different parts mean to Christians today, children will be able to use the skills of interpreting and evaluating to increase their knowledge of the nativity story and its significance in the Christian religion. Pupils will draw on their knowledge of some of the symbols they looked at in the Year 3 Christmas unit.</p>
	<p><b>SCIENCE: We are Physicists: Electricity</b> Children will identify common appliances that run on electricity. They will also construct a simple series electrical circuit and learn about lamps, switches, conductors and insulators.</p> <p><b>We are Biologists: Digestive System, Teeth, Food Chains</b> Children will learn to describe the simple functions of the basic parts of the digestive system in humans. They will also identify the different types of teeth in humans and their simple functions. Additionally, they will construct and interpret a variety of food chains, identifying producers, predators and prey.</p>



# Year 4, Autumn

## Year 4 ACRO Skills

The ACRO skills are key learning skills which underpin all we do at Chesswood. The skills below are the key foci for Year 4. Each skill has a task for children to complete over the coming year. If they complete 5 challenges (with at least one from each main heading), they will receive the **Chesswood ACRO Challenge Silver Award!**

Attitude	Creativity	Relationships	Organisation
<b>Determination</b> 	<b>Enquiring</b> 	<b>Empathy</b> 	<b>Decision Making</b> 
<p>Don't give up – show that when you find things difficult you keep on trying. Try new or different ways to solve the problems you are facing.</p>	<p>What, why, when, how, who? Ask questions to find out more about the information you are learning about. Do research to find out more about the knowledge you are discovering.</p>	<p>Help a charity – show how and why you have responded to a national or local charity event. Why did you chose to help and how did you raise money?</p>	<p>Make up your own mind! Show that you can make decisions for yourself in class, think and check with others before asking the teacher. Take responsibility for your decisions, right or wrong.</p>
<b>Self-knowledge, belief, confidence</b> 	<b>Reasoning</b> 	<b>Presentation</b> 	<b>Vision / Goal setting</b> 
<p>Build a positive mindset to help believe in yourself, grow your confidence and trust your judgement.</p>	<p>Explain how you know the information you do and links to other knowledge you know. Be able to show others how to do a skill you can do. Find different points of view in a topical debate and present both sides of the argument.</p>	<p>Be confident presenting your ideas – maintain eye-contact and show your passion in your actions and voice. Presenting your ideas can be talking to your teacher, groups in class or a presentation to the whole class or school!</p>	<p>Set yourself a personal goal and keep a record of the steps you take to achieve it. Aim to improve one area of yourself over at least one term.</p>