



YEAR 4

CURRICULUM LEAFLET

DISCOVER—AUTUMN 1

Roman Britain

READING/ POETRY

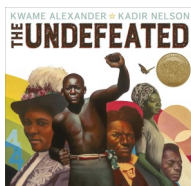
Reading:

Children will begin to read *The undefeated* by Kwame Alexander in Destination Reader. We will be revising key strategies taught in Y3. The children will also develop their fluency skills to increase their speed and accuracy of what they read.

Poetry:

Children will begin to recite the following poems:

The Coming of the Iron Man by Brenda Williams Jr



WRITING

Using the text *Iron Man* by Ted Hughes and illustrated by Laura Carlin, children will explore the devices of mystery and suspense. They will write a range of different texts-types including letters, a news article and a poem with the extended written outcome being a published narrative.

Using the text *Tar Beach* by Faith Ringgold, children will explore the theme of 'freedom' and do so by creating their own story. They will also create retellings, book reviews, character descriptions and dialogue.



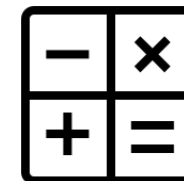
MATHS

Review Prior Learning:

- Recognise the place value of each digit in three-digit numbers.
- Add and subtract up to three-digit numbers using columnar methods. (Secure fluency)

New Learning:

- Reasoning with large numbers
- Addition and Subtraction



RE/ PSHE

RE: Are all religions equal?

We will be exploring the origins of various religions and discovering geographical and historical connections among them.



PSHE:

Introduction: Setting ground rules for RSE & PSHE lessons, Wellbeing



PE

In Year 4, PE will take place on

Tuesdays and Fridays

Please ensure children wear their PE kits on that day.

COMPUTING

Online Safety

We will be learning how to search for information within a wide group of technologies and making a judgement about the probable accuracy; learning how to recognise adverts and pop-ups; distinguishing fact from opinion online; recognising that technology can be distracting; being respectful to others online.



ART/ DT

Art : Drawing– Power prints

- Use different tools to create marks and patterns when scratching into a painted surface.
- Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.
- Work co-operatively to create a joint artwork, experimenting with their methods.

DT: Food: What could be healthier?

Children work in groups to adapt a simple biscuit recipe, to create the tastiest biscuit. While making they will also ensure that their creation comes within the given budget of overheads and costs of ingredients.



PRIOR KNOWLEDGE

Previously in Year 1:

- **Sensitive Bodies**—Identifying and naming body parts
- **Comparing Animals**—Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets.

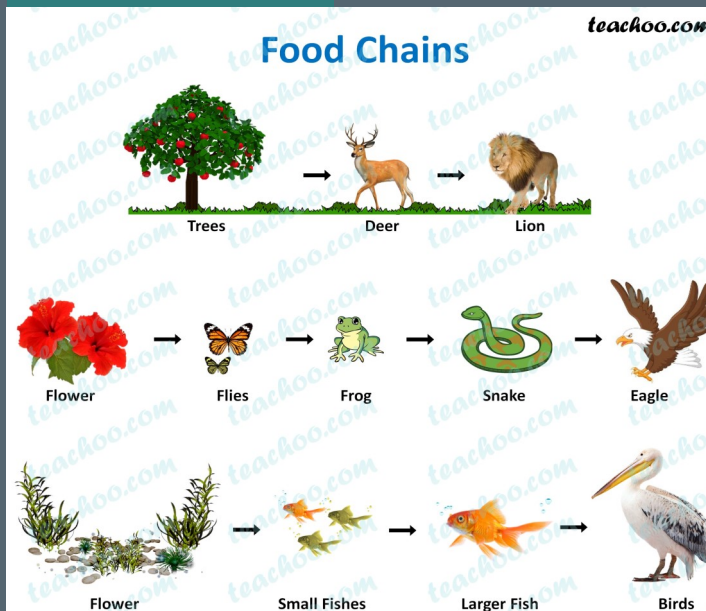
Previously in Year 2:

- **Life Cycles and Health**—identifying the stages of animal life cycles

Previously in Year 3:

- **Movement and Nutrition**- how the body uses energy and what constitutes a balanced diet.

NEW KNOWLEDGE



KEY VOCABULARY

canine	A pointed tooth, useful for tearing
carnivore	A living thing that mostly eats animals
digest	To break up food into smaller pieces
faeces	Solid waste from the digestive system
Food chain	A series of living things that provide energy and nutrients to the next one in the sequence
herbivore	A living thing that mostly eats plants
incisor	A tooth at the front of the mouth, with a thin edge useful for cutting
Large intestine	The organ where water is absorbed into the blood
molar	A tooth at the back of the mouth, useful for grinding.

FUTURE KNOWLEDGE

Later in Year 5:

- **Human Timeline**- Exploring how humans change from a baby through to old age

Later in Year 6:

- **Circulation and Health**- Exploring the heart and circulatory system and considering how lifestyle choices affect our health

Evidence scientists use

X-rays are used to produce images of inside the body. They help doctors and dentists to find and treat problems.	Fossils are the remains or traces of an animal or plant that lived long ago. Fossilised teeth can give us clues about the kind of diet an animal had, by comparing their teeth to modern animals.	Faeces are the solid waste from the digestive system . The contents of the faeces can show us what an animal has eaten and if it is living nearby.

oesophagus	A tube that carries food from the mouth to the stomach
omnivore	A living thing that eats both animals and plants
premolar	A tooth in front of the molars, useful for grinding
saliva	The liquid produced in the mouth to help chewing, swallowing and digestion
Small intestine	An organ where food is broken down and nutrients are absorbed into the blood



PRIOR KNOWLEDGE

Previously in Year 2:

- **How am I making history**

Previously in Year 3:

- **Why did the Romans settle in Britain?**

KEY VOCABULARY

How hard was it to invade and settle in Britain?

claimant	A person who believes they are entitled to be the king or queen.
inference	A conclusion reached by using evidence.
invasion	A military attack in which an army uses force to take over another country.
kingdom	A part of England which was ruled by a king or queen.
missionary	A person sent to an area to promote Christianity.
oath	A solemn promise.
settlement	A place where a community of people live.
settlers	People who move to a new country and stay there permanently.
Viking raids	Attacks on Britain in which the Vikings landed to steal items.
Vikings	Seafaring people from Scandinavia who raided and invaded Britain.

Anglo-Saxon settlements



The Anglo-Saxons lived in single-roomed huts in villages. Houses were made out of wattle and daub and wood with a thatched roof. They had most things they needed: food, warmth, and family. They left their villages only to trade with others for essential items.

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KEY KNOWLEDGE

- To know that significant archaeological findings are those which change how we see the past.
- To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.
- To know that we can make inferences and deductions using images from the past.
- To understand the development of groups, kingdom and monarchy in Britain.
- To know who became the first ruler of the whole of England.
- To understand that societal hierarchies and structures existed including aristocracy and peasantry.

KEY SKILLS

- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.
- Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.
- Using dates to work out the interval between periods of time and the duration of historical events or periods.
- Using BC/AD/Century.
- Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- Placing the time studied on a timeline.
- Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.