



Cumnor House
School

Year 4 Learning Overview – Autumn Term 1

| | |
|-------------------------|---|
| <p>English</p> | <p>Text/Stimulus: Iron Man</p> <p>Outcomes: Character descriptions, diary entry, recount, narrative, letter writing, job adverts, writing a biography</p> <p>Grammar Skills: To add clarity and detail to sentences by adding fronted adverbials. To expand noun phrases by the addition of modifying adjectives, nouns and prepositions. To use inverted commas for direct speech and using a comma after the reporting clause. To identify themes and conventions in books. To discuss words and phrases that capture the reader’s interest. To identify how language, structure and presentation contribute to meaning.</p> <p>Comprehension skills: Read and analyse text to answer questions. Retrieve information. Inference - understanding meaning contained in the text.</p> |
| <p>Maths</p> | <p>Place Value</p> <p>To read and write Roman numerals to 100 To round to the nearest 10, 100 and 1000 To compare and order numbers beyond 1000. To count in multiples of 6, 7, 9, 25, and 1000 To count backwards through zero to include negative numbers. To find 1000 more or less than a given number To estimate, work out and draw numbers on a number line to 10,000 To solve number and practical problems that involve all of the above with increasingly large positive numbers.</p> |
| <p>Science</p> | <p>Living things and their environments</p> <p>Sort living things into groups. Generate questions about animals. See similarities and differences between vertebrates. Identify vertebrate groups. Identify the characteristics of living things. Suggest how to have a positive effect on the local environment. Record observations on a map. Name some endangered species.</p> |
| <p>Drama</p> | <p>Core physical movement skills. Drama skills – improvisation games</p> |
| <p>Spanish</p> | <ul style="list-style-type: none"> ● Greetings ● Nationalities ● Pencil case items ● Age |
| <p>Food Tech</p> | <p>Understanding the importance of Breakfast Comparing different types of breakfast – Protein and Carbohydrates Reading food labels from breakfast cereals – Understanding the sugar content Food testing for texture and taste – Sensory verbs Designing Breakfast Cereal box Skills: Analysing food tasting with good sensory verbs, accurate measurement, blending, cleaning, designing of cereal boxes and reading of food labels</p> |

| | |
|-------------------|---|
| Humanities | The Ancient Greeks To locate Greece and its bordering countries on a map and think of facts about modern day Greece. To place Ancient Greece in historical context on a timeline to understand how the past can impact our lives today. To look at Greek Gods and Goddesses. To learn about Ancient Greek Democracy with Uk To understand how people lived compared to our own lives and know the differences between Athens and Sparta. |
| Computing | Online Safety Cyberbullying, Safe Searching, Plagiarism, Online profile, Social media, Online community |
| Art | A painting course exploring colour and emotion studying the works of Paul Klee and Kandinsky in order to learn how to mix, mark make and move paint around freely and expressively. |
| Music | Using voices expressively through singing rounds, part singing. Playing tuned/un-tuned instruments to Pachelbel's Canon. Listening with concentration and understanding the key features of music from the Baroque Period. Singing harvest songs. |
| PE | Netball Review court markings Develop an understanding of netball rules Develop netball specific hand eye co-ordination by focusing on ball handling Increased understanding and development of 'footwork' Attacking - Using space to retain possession Decision Making – Exposure to a variety of game situations P.E – Fitness: Exploring training techniques Develop an understanding of how to keep the body fit and healthy Pupils will learn about the various components of fitness and perform a variety of skills and exercises Swimming Ensure all Year 3 learning goals are consolidated Continue to develop good technique across all 4 strokes, using teaching practices or coaching drills when appropriate. |
| RE | Judaism To find out what Jewish people believe about God. To learn why Moses is an important figure for Jews. To investigate why prayer and worship is important to many Jews. To find out the importance of the Tallit (prayer shawl) and Capel (head covering). To learn about special places and festivals To learn about the Holly book. |