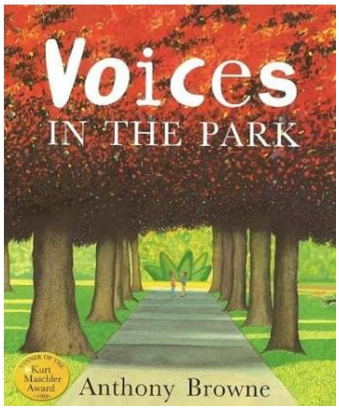
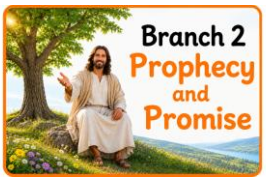
Curriculum Information – Year Four – Autumn 2

Class text	Voices in the Park (Anthony Browne)  This half term we will be writing two contrasting diary entries recounting the same events from different characters' perspectives and then a sustained playscript inspired by Voices in the Park, using distinctive character voices, purposeful dialogue, precise stage directions and a clear narrative structure in which a central dilemma is developed and resolved.	
RE The image part with relationship ID rId9 was not found in the file.	**Discerning Disciples Branch 2: Promise and Prophecy** In the Promise and Prophecy unit, pupils will explore how God made promises to His people throughout the Old Testament and how Christians believe these promises were fulfilled through Jesus. Children will learn about key biblical figures and prophets who prepared people for the coming of the Messiah, helping them understand the connection between the Old and New Testaments. Throughout the unit, pupils will: • Learn about God's promises and covenants with His people. • Explore the role of prophets as messengers who shared God's words and guidance. • Study important Old Testament prophecies about the coming of a Saviour. • Understand how Christians believe Jesus fulfilled these prophecies. • Reflect on the meaning of hope, trust and faithfulness. • Consider why promises are important in their own lives and relationships. • Make links between Bible stories, Christian beliefs and their own experiences.	

English





Reading Autumn 2: *The Song of Sky and Sand* - Unit Overview

In this guided reading unit, pupils explore *The Song of Sky and Sand*, an engaging adventure story set in a rich and imaginative world. Through reading and discussion, children develop their comprehension skills while exploring themes of courage, friendship, resilience and belonging.

Throughout the unit, pupils will:

- Read and respond to a longer, more complex narrative text.
- Explore characters' thoughts, feelings and motivations.
- Make predictions using clues from the text.
- Develop inference skills by reading between the lines.
- Identify how the author creates atmosphere and suspense.
- Discuss themes such as perseverance, teamwork and overcoming challenges.
- Build vocabulary by investigating ambitious and unfamiliar language.
- Support answers with evidence from the text.

Writing
Diary – Two Perspectives

In Year 3, pupils learned to recount events chronologically, use adverbs, conjunctions and prepositions to express time and cause, organise related events into paragraphs and use tense choices to recount and reflect. This year, pupils have already begun using fronted adverbials with commas, making deliberate noun/pronoun choices for cohesion and using possessive apostrophes. The children will this term be looking at viewpoint. Pupils must recount essentially the same events twice but alter the following according to the personality and perspective of each character.

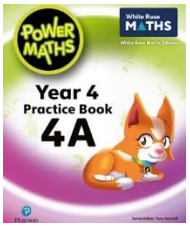
- vocabulary;
- emotional response;
- selection of detail;
- sentence emphasis;
- pronoun/noun choices;
- final reflection

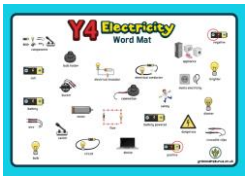
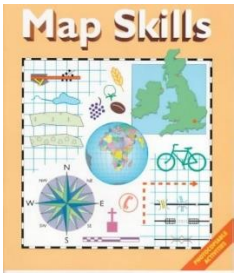
Paragraphing skills will progress. Pupils will use a deliberately matched paragraph structure across both diaries so that the contrast in viewpoint becomes clear.

Playscript

The children will learn to write dialogue within prose → understand dramatic convention → construct scenes through dialogue and action → sustain a complete dramatic narrative.

They will study and perform characters from *Voices in the Park*, then transfer the techniques to an original play with invented or mythical characters/settings.

	<u>Spelling</u> During this half term, Year 4 pupils will continue to build their spelling knowledge by exploring a range of spelling patterns, rules and strategies. The focus is on helping children apply their understanding confidently in both their independent writing and across the wider curriculum. Throughout the half term, pupils will: • Investigate common spelling patterns and identify rules that can support accurate spelling. • Explore words with prefixes and suffixes and understand how these affect meaning and spelling. • Develop strategies for learning and remembering statutory Year 3/4 spelling words. • Practise spelling words with more complex letter strings and sound patterns. • Improve proofreading and editing skills by identifying and correcting spelling errors. • Use dictionaries and word resources effectively to check spellings. • Build understanding of word families, roots and origins to aid spelling choices. **<u>Handwriting</u>** • Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting • Ensure downstrokes of letters are parallel and equidistant and lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
Maths  	**<u>To add and subtract</u>** • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • Solve number and practical problems that involve all of the above and with increasingly large positive numbers • 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. **<u>Measure</u>** • Find the area of rectilinear shapes by counting squares. • Estimate, compare and calculate different measures. **<u>To multiply and divide</u>** • Recall multiplication and division facts for multiplication tables up to 12 × 12. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Science	**How does electricity flow around a circuit?** **Electricity** • Identify common appliances that run on electricity • Construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors **Working Scientifically** • Setting up simple comparative tests • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	
Geography	**How can we explore our world?** • Know the names of and locate at least eight major capital cities across the world. • Know the difference between latitude and longitude and locate lines including the equator, Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic circles and the Greenwich Meridian are on a world map (including time zones) • Know and name the eight points of a compass.	
DT 	**How can we use textiles to make something useful?** • Collect and use information to generate ideas • Include accurate measurements within the design • Make accurate measurements in their creation of a pencil pouch • Evaluate and explain the drawbacks during the creation process and how they were able to overcome it. • To use tinkerCAD to support designing a product.	

PSHE	**Jigsaw PSHE: Year 4 - Celebrating Difference** The Celebrating Difference unit helps Year 4 pupils understand and value diversity, while developing empathy, respect and inclusion. Children learn that everyone is unique and that differences should be celebrated rather than judged. Throughout the unit, pupils will: • Explore what it means to be different and why diversity makes communities stronger. • Recognise and challenge stereotypes and assumptions. • Understand the impact of bullying, including reasons why bullying can happen. • Learn strategies for dealing with bullying and how to seek help. • Develop skills for being a supportive friend and standing up for others. • Explore how people may experience exclusion and how inclusion helps everyone feel valued. • Build self-confidence by recognising their own strengths and appreciating the qualities of others. **Jigsaw Values Promoted** ✅ Respect ✅ Acceptance ✅ Empathy ✅ Friendship ✅ Inclusion ✅ Celebrating individuality	
Computing	**<u>Purple Mash – An Introduction to AI.</u>** This unit introduces pupils to Artificial Intelligence, exploring what it is, what it can do, and how it is used in today's digital world. Children learn to write clear prompts to communicate effectively with AI tools, consider the responsibilities of being a good digital citizen when using them, and reflect on how AI might evolve in the future. • To understand what Artificial Intelligence is and some of the tasks it can carry out. • To learn to communicate effectively with AI tools by writing clear and precise prompts.	purple mash AI

	• To learn how to be a good digital citizen when using AI. • To think about how AI might develop in the future. • To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives.	
PE	**<u>PE will take place on Monday afternoons but please keep PE kits in school all week for any additional lessons.</u>** **<u>Gymnastics</u>** • Develop knowledge of gymnastics balances • Develop ability to hold a balance • Develop ability to travel in a variety of ways • Develop knowledge of Mirror/Match & Canon & Unison	
Music	**Music continues to be taught by Mrs Amison. Children will continue to have their instrument lessons on a Wednesday.** • We will be looking at contrasts in music and investigating how changing the dimensions of music can make it sound more interesting. • We will create our own, short, ternary form pieces of music. • We will listen to pieces of 19th century music which describe the different states of water, including the Raindrop piano Prelude by Chopin and the orchestral work describing the River Vltava, by the Czech composer, Smetana, as it travels from a little stream in the country to a wide river in a city and heads towards the sea. • In our instrumental lessons, we will continue to practise playing and reading our first notes and will, hopefully, be ready for a short performance at the end of term.	
French	**<u>Clothes – getting dressed in France</u>** • Remember and pronounce some of the new words, recognising that some are masculine and take **un**, some feminine and take **une** and some plural and take **des**. • Understand how to convert the indefinite article to a possessive adjective. • Correctly identify items of clothing based on the written word.	

	• Say the words for items of clothing with accurate pronunciation. • Make an intelligible attempt to spell new words. • Write accurately using a support and selecting the correct form of the adjective most of the time, understanding why other forms of the adjective are wrong. • Compose a sentence using **j'aime** or **je n'aime pas**. • Use **il/elle** correctly and place the adjective in the correct position in relation to the noun.	
Homework	**Daily Homework** • Daily Maths homework will be five questions practicing the four basic operations and a reasoning problem. They should be completed and returned daily. • Daily English homework will support the development and enrichment of vocabulary. Words will be taken from class texts or stories read in school. They should be completed and returned daily. **Weekly Homework** • Children will receive **two** pieces weekly. • One piece of work will be English or Maths and rotated on a weekly basis. • One piece of homework will be based on learning in the wider curriculum. It will focus on either Science, History, Geography, Art, DT, French, Computing or PSHE (these subjects will be rotated on a weekly basis). • This homework will be handed out on Thursday and to be handed in on the following Tuesday. **Reading Diaries** • Children are encouraged to read at home daily (for at least 20 minutes) and are expected to have their diaries signed by an adult at least 3 times a week. **Times Tables** • Times Tables should be practiced regularly. Children are tested on their times tables every day.	