

Y4 Curriculum Overview

Autumn 1

Reading

To access our curriculum, it is essential children can read. Please ensure your child reads daily and complete their reading record. Thank you for your support.

Writing

This term we will be learning to **Persuasive texts** and write **Descriptive texts**. To support your child's learning, please find the **Knowledge Organiser** attached for English.

Maths

This term we will be learning about **Place Value** and **Addition & Subtraction**. To support your child's learning, please find the **Knowledge Organiser** attached for these units.

Science

This term we will be learning about **Physics: Sound**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

History

This term we will be learning about **Romans**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Art

This term we will be learning about **Drawing**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

PSHCE

This term we will be learning about **Respecting Rights**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Computing

This term we will be learning about **Digital Citizenship**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

RE

This term we will be learning about **What is the Trinity and why is it important for Christians?** To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Thank you for your continued support. More information can be found on the school website.

If you would like any extra support, please speak to your child's teacher.

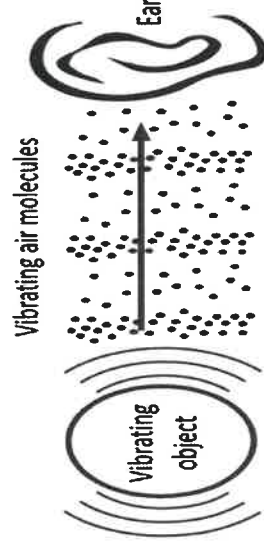
Believe – Achieve – Succeed

Sticky Knowledge

- ✓ Sound travels at 767 miles per hour but it cannot travel through a vacuum such as space!
- ✓ Sound travels in waves in all directions away from a source.
- ✓ Sound can travel through different materials, but travels at different speeds in solids, liquids and gases.
Example: Sound is four times faster in water than air!
- ✓ An echo is a reflected sound wave.

Learning Components

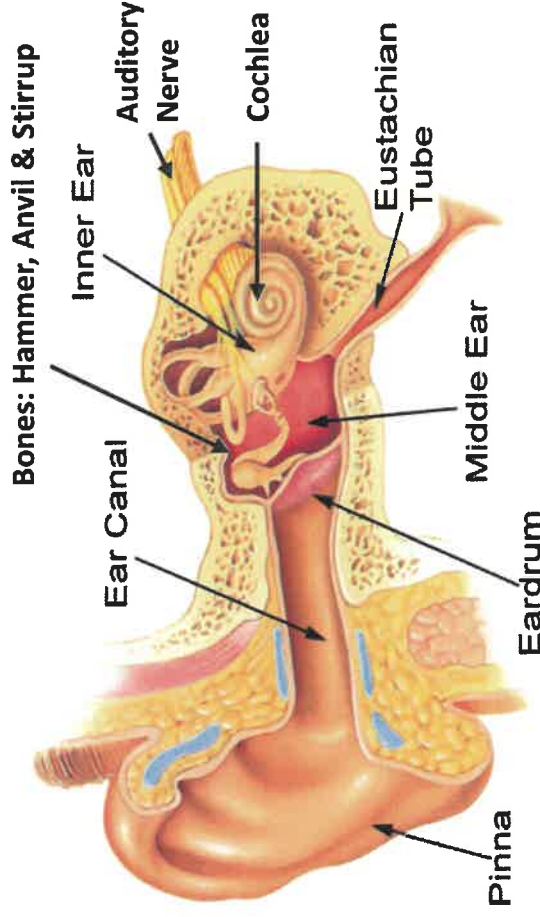
- I know what sounds are made by vibrations and travel in waves.
- I can explain how the ear works.
- I know how to change the pitch of sounds, with short vibrations creating high pitches and long vibrations creating low pitches.
- I know that volume is how loud / quiet a sound is linked to the size of the vibrations.
- I can explain how different instruments make sounds by identifying their vibrating parts.
- I know that the volume of sounds becomes quieter as it travels away from the source.



Big Idea

Sound is created from a source and travels outwards in the form of a sound wave in all directions. Sound waves are caused by vibrating molecules in either solids, liquids or gases. Bigger sound waves create louder sounds and longer wave lengths create lower frequencies (pitches). Sounds are detected by the ears of animals.

The Ear:



- ✓ Sound waves are collected by the outer ear (pinna) and travel down the ear canal.
- ✓ The sound waves make the ear drum vibrate, which in turn make the anvil, hammer and stirrup bones vibrate.
- ✓ The vibrating bones cause vibrations in the cochlea, which sends electrical messages to the brain via the auditory nerve, which then makes sense of the sound.

Vocabulary

Sound: Noise created from the vibrations of mediums such as air and water.

Source: The place where the sound wave is first created.

Vibrate / Vibration: Vibrations backwards and forwards movements caused when a medium such as air wobbles in the form of sound waves.

Pitch (High / Low): A high sound has a high pitch and a low sound has a low pitch. A tight drum skin gives a higher pitched sound than a loose drum skin.

Volume: How loud or quiet something is.
Faint: Very low volume sounds that are difficult to detect.

Insulation: Protecting something by surrounding it with material that reduces or prevents the transmission of sound.

Ear: An organ of the body designed to detect sound waves.

Sound Wave: The continuous vibrations of a medium moving away from the source.

Frequency: Frequency is measured as the number of wave cycles that occur in one second. More waves means a higher frequency. This is linked to pitch.



Key Knowledge

- ✓ People in Britain were called Celts.
- ✓ People from Rome travelled peacefully to Britain to trade goods before invading.
- ✓ Julius Caesar was probably the best known Roman leader. He extended the empire through invading other lands.
- ✓ Boudicca was a queen of the British Celtic Iceni tribe who led an uprising against the occupying forces of the Roman Empire.
- ✓ Rome was created by two brothers, Romulus and Remus who were abandoned after they were born.
- ✓ Romans used to eat food like dormice dipped in honey.
- ✓ When the Romans came to Britain they helped us by creating roads; a written language (which was Latin); introduced coins and even introduced rabbits to our country.

Important Places

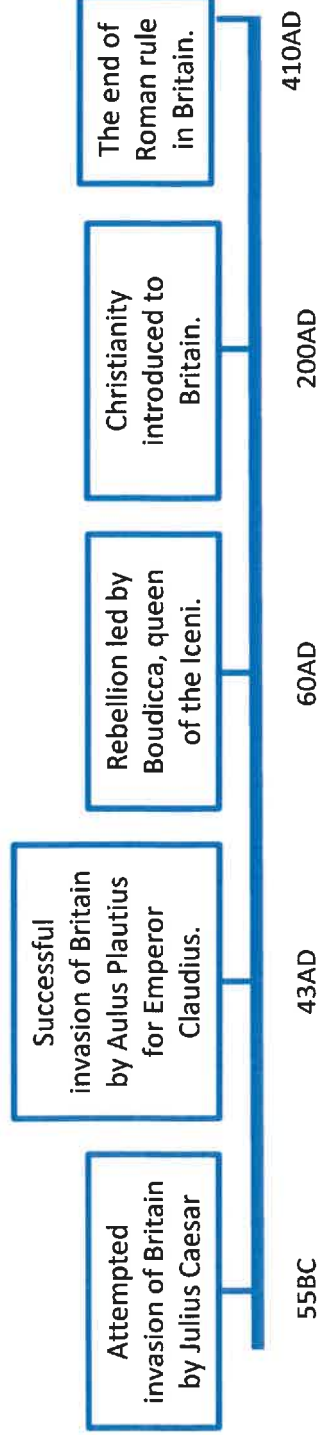
Colosseum

An oval amphitheatre in the centre of Rome which held up to 50,000 people.

Hadrian's Wall

A long wall built by the romans across the north of England. It was to keep out the Scots. It is now one of Britain's most famous tourist attraction.

Key Events



Big Idea

Rome spread knowledge and goods throughout their Empire. Not just Roman culture, but the culture from the middle east to the west and the European culture to the Middle East and every point in between. The Roman Empire was remarkably successful in this pursuit.



Concepts



Conflict & disaster - military

Disciplinary Concepts



Change & continuity



Evidence & interpretation

Vocabulary

Centurion: A commander of a group of 100 Roman soldiers.

Emperor: The Roman emperor was the ruler of the Roman Empire during the imperial period.

Gladiator: A gladiator was an armed combatant who entertained audiences in the Roman Republic.

Londinium: This was the Roman name for London.

Conquer: To overcome and take control of people or land using military force.

Romanisation: When the countries that the Romans conquered became very much like Rome.

Amphitheatre: A large open area surrounded by rows of seats sloping upward.

Hadrian's Wall: A barrier in northern England. It was built by the Roman Empire to keep invaders from the north out of the ancient Roman province of Britain.



PUNCTUATION, VOCABULARY & GRAMMAR

YEAR 4 KNOWLEDGE ORGANISER



Year 4 Overview



- By the end of Year 4, you should be able to understand the difference between the plural and possessive -s at the end of nouns.
- You should also be able to punctuate to show singular and plural possession.
- You should be grasping a more consistent understanding of Standard English, including use the correct verb inflections in your writing.
- To aid your descriptions, you should be able to enhance noun phrases with modifying details.
- Your writing should be well-structured, with paragraphs around themes, and a variety of pronouns and nouns.

Vocabulary and Grammar



-Plural and Possessive 's': -s or -es can be added to the end of nouns to show that they are plural (there is more than one). e.g. 'Four crocodiles' or 'The annoying flies.'

-s is also added to the end of a word to show that something belongs to someone or something (they possess it). On these occasions, an apostrophe is also added. e.g. 'It was Sheila's pencil case' or 'Brad's hair was soaking wet.'

See the section in 'Punctuation' (bottom left) for how to use apostrophes for plural possession.

Word Level



-Standard English Verb Inflections: Inflections are the name given to the endings of verbs. Sometimes in speech, we do not use the correct inflections, but we must in writing, e.g. 'you were there', not 'you was there' and 'I did it' not 'I done it.'

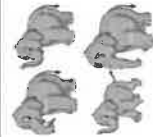
Punctuation



Direct speech pt. 2

- As covered in Year 3, inverted commas show when there is direct speech. Inverted commas are placed at the beginning & end of a spoken passage, e.g. "You'll never guess what I've just seen!" said Chris, excitedly.
- Reporting clauses placed before the direct speech should end with a comma, e.g. -e.g. The conductor shouted, "Sit down!"

Apostrophes for Plural Possession



- Plural possession means something that belongs (possession) to more than one (plural) person, animal, place object or thing.
- To show plural possession, the apostrophe should be placed after the final 's', (instead of before it, as you do when it is singular) e.g. -'It was the elephants' natural habitat.'
- 'She had taken the boys' packed lunches.'

Commas after Fronted Adverbials



- For more info on fronted adverbials, see the section in 'Sentence Level' on the right.
- A comma is normally used at the end of the fronted adverbial, e.g. -'Speedily, the rabbit hopped.'
- 'Under the tree, he stood.'

Sentence Level



- Fronted Adverbials: Adverbials are words or phrases that act like an adverb, giving more information about the verb. Fronted adverbials are adverbials at the beginning of sentences.

-e.g. 'Slowly, he clambered out of his bed' and 'Before the sun came up, he ate his breakfast.'

Modified Noun Phrases: You can make even more descriptive expanded noun phrases by using modifying adjectives, nouns and preposition phrases. e.g. instead of 'the cute baby', you could expand to 'the cute newborn baby with a button nose.'

Text Level



Paragraphs pt. 2: Paragraphs are a way to group similar ideas in your writing. You should be able to group ideas in a paragraph around a theme. For example, in an argument about saving the environment, you may have paragraphs focusing on 'air pollution', 'deforestation' and 'overfishing.'



Using Pronouns and Nouns: You can use a variety of nouns and pronouns to avoid repetition in your writing. e.g. instead of always using 'the dog', you could use the nouns 'hound', 'labrador' or 'pooch', or the pronoun 'he', 'she' or 'it'.

Key Terminology

Fronted Adverbial

Determiner

Pronoun

Possessive Pronouns

Subordinate Clause

Inverted Comma

Modifying Adjectives

Preposition Phrases

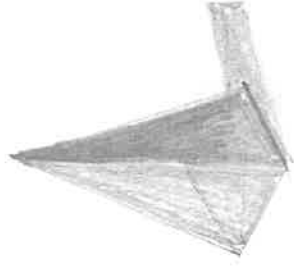
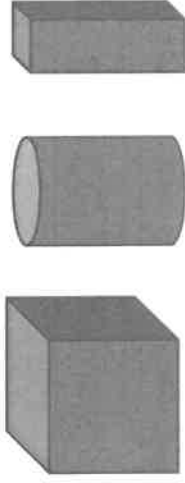
Drawing



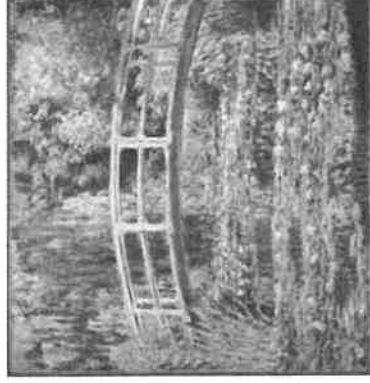
A B grade means the core has more graphite, and will make a bolder, darker line, and also be a little smudgier than a light pencil.

An H grade means the core has more clay, and will make a lighter, finer line, and will be less smudgy than a dark pencil.

Free Hand Shape Drawing



Tone is the relative scale of light to dark values in an image. It is vital to creating depth and solidity in a drawing or painting.



Artist Study

Claude Monet

Claude Monet was born on 14th November 1840 in Paris, France.

Monet suffered with cataracts. In 1923 he had surgery to remove them from his eyes. The works he painted when he had cataracts are more red than the ones he painted after his operation.

Claude Monet was the founder of the impressionist movement. He was focused on capturing movement and changing light and colour in his paintings, and was less concerned with realism.

Paintings by Claude Monet now sell for tens of millions of pounds. He produced more than 1000 individual paintings during his career.

He is probably most well-known for his series of paintings of water lilies



Vocabulary

purpose:
a reason or plan that guides an action; design or goal.

detail:
all the particulars of something considered together.

Year 4 – Digital Citizenship

Sticky Knowledge:

- ✓ I can talk about my digital footprint.
- ✓ I can explain how my online identity can be different to my offline identity.
- ✓ I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
- ✓ I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.
- ✓ I can explain how content shared online may feel important to one person but may be important to other people's thoughts feelings and beliefs.
- ✓ I can describe how to find out information about others by searching online.
- ✓ I can describe ways people can be bullied through a range of media.
- ✓ I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them.
- ✓ I can explain how using technology can be a distraction from other things, in both a positive and negative way.

Our linked text



But It's Just a Game
by
Julia Cook

Big Idea:

I can understand computer networks including the internet; how they can provide multiple services such as the world wide web; and the opportunities they offer for communication and collaboration. I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. I can identify a range of ways to report concerns about content and contact.

The Butterfly Feeling



What is the butterfly feeling?

- When I get the butterfly feeling, I will...
- **SAVE** the evidence of what is making me uncomfortable.
- **REPORT** and **BLOCK** using the game/website tools.
- **TELL** a trusted adult.

Vocabulary

- Digital citizen:**
A person who uses technology and the internet responsibly.
- World wide web:**
The part of the internet that contains websites.
- Health and wellbeing:**
Being comfortable, safe and healthy.
- Digital footprint:**
The trail of information you leave behind when you use the internet.
- Online bullying:**
Repeated unkind behaviour that is carried out through the use of online devices.
- Online reputation:**
What other people think of you based on what you do and say online.
- Self image:**
The idea you have about your own abilities, appearance and personality.
- Identity:**
The things that make a person who they are.

Sticky Knowledge

- ✓ There are basic human rights shared by all people and all societies; children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
- ✓ A democracy is a country where the people choose their government. In the UK representatives are elected to make decisions.
- ✓ There are certain characteristics identified on the Equality Act 2010 to protect human rights. Some of these include: age, disability, gender, race and religion.

- ✓ It is important to listen and respond respectfully to a wide range of people; caring for their feelings.



Key Questions

What does respect mean?

What is democracy?

Why are human rights and equality important?



Exciting Books



Vocabulary

Respect-Having admiration and due regard for the feelings, thoughts, wishes or rights of others. **One of our core values.**

Human rights-A moral or legal entitlement that every human has regardless of race, gender, nationality, ethnicity, language or religion.

Equality- The state of being equal; ensuring individuals or groups of individuals are not treated differently or less well.

Citizen- inhabitant of a place who is entitled to all the legal rights and privileges granted by the state.

Discrimination- The unjust or prejudicial treatment of different groups of people, on the grounds of race, age , or gender.

Consequence- A result. The consequence of your actions is what happens as a result of the choices you make.

Stereotype- A mistaken idea or belief many people have about someone based upon how they look on the outside. Stereotyping people is a type of prejudice because what is on the outside Is a small part of who a person is.

Unit L2.3 What is the 'Trinity' and why is it important to Christians?

Sticky Knowledge

- ✓ The 'Trinity' is one God but showing himself as three parts: God the Father, God the Son and God the Holy Spirit.
- ✓ God the Father means the creator and father of all humanity.
- ✓ God the son means Jesus; God on Earth sent to bring people back into a relationship with God.
- ✓ God the Spirit means God as an energy and powerful force that can help Christians to obey God's laws.

Big Idea

How can their be one God split into three parts? Christians believe that there is one God that has three versions of himself. How might Christians relate to each of these aspects of God?

Vocabulary

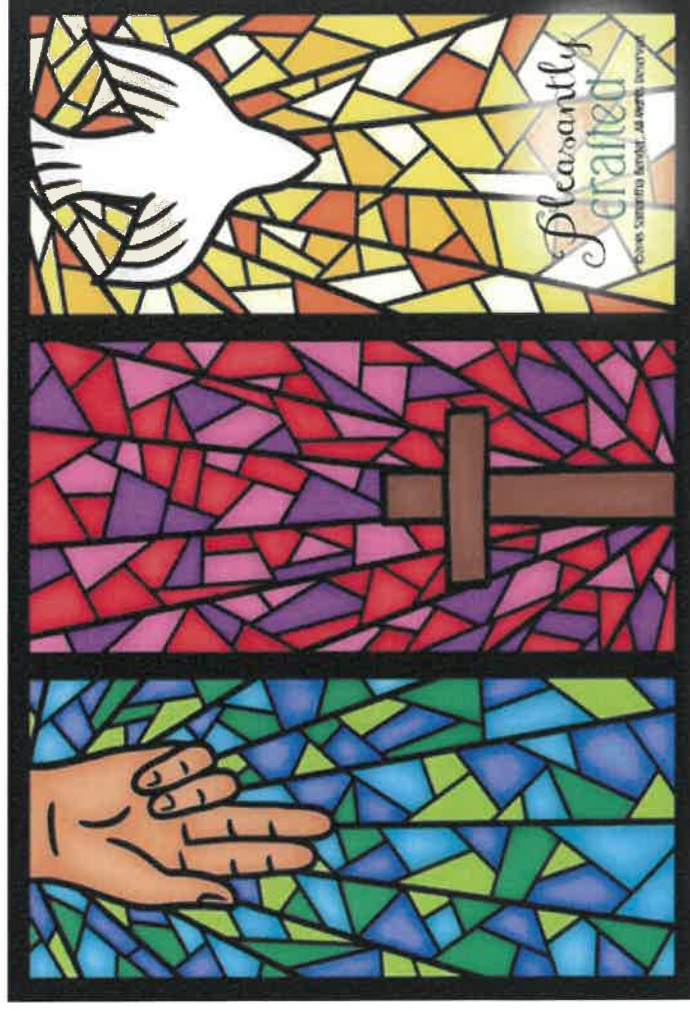
Trinity: God in three parts.

Spirit: Life force, energy given by God to help Christians lead a good life.

Gospel: Book in the Bible telling stories about Jesus.

Important facts to know by the end of this topic:

- The bible has two main parts: The Old Testament and the New Testament.
- In the New Testament there are four Gospels. Matthew, Mark, Luke and John.
- Gospels tell stories about the life of Jesus.



Addition and Subtraction

Knowledge Organiser

Key Vocabulary

Add

Total

Plus

Sum

More

Altogether

Difference

Subtract

Less

Minus

Take away

Mentally, Orally

Column Addition

Column Subtraction

Exchange

Estimate

Inverse operation

Solve problems

Number facts



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Addition and Subtraction Methods

Add 4-digit numbers

No exchange

$$\begin{array}{r} 5162 \\ +3427 \\ \hline 8589 \end{array}$$

Starting with the ones, add each column in turn.

One exchange

$$\begin{array}{r} 5162 \\ +3497 \\ \hline 8659 \\ \hline 1 \end{array}$$

Starting with the ones, add each column in turn. When adding 6 tens + 9 tens = 15 tens = 1 hundred + 5 tens
Place 1 hundred under the hundreds answer and 5 tens in the answer.

Multiple exchanges

$$\begin{array}{r} 5864 \\ +3497 \\ \hline 9361 \\ \hline 111 \end{array}$$

Starting with the ones, add each column in turn. Exchange tens, hundreds and/ or thousands as required.

Subtract 4-digit numbers

No exchange

$$\begin{array}{r} 5789 \\ -3421 \\ \hline 2368 \end{array}$$

Starting with the ones, subtract each column in turn.

One exchange

$$\begin{array}{r} 61 \\ 5749 \\ -3471 \\ \hline 2278 \end{array}$$

Starting with the ones, subtract each column in turn. When subtracting 4 tens - 7 tens, exchange 1 hundred to make:
14 tens - 7 tens = 7 tens

Multiple exchanges

$$\begin{array}{r} 6131 \\ 5742 \\ -3476 \\ \hline 2266 \end{array}$$

Starting with the ones, subtract each column in turn. Exchange tens, hundreds and/ or thousands as required.

Efficient subtraction

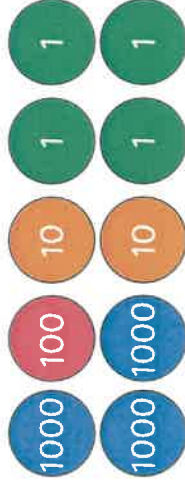
Calculate $6000 - 3617 = 2383$



Addition and Subtraction

Add and Subtract 1s, 10s, 100s, 1000s

Here is the number 3124



Add 2 thousands = 5124

Add 5 hundreds = 5624

Subtract 2 tens = 5604

Add 5 ones = 5609

Here is the number 6708

Thousands	Hundreds	Tens	Ones
6	7	0	8

Add 3 thousands = 9708

Subtract 4 hundreds = 9308

Add 5 tens = 9358

Subtract 7 ones = 9351

Crossing ones, tens or hundreds

5392 + 4 tens = 5432 crossing tens

5126 - 600 = 4526 crossing hundreds

When crossing ones, tens or hundreds, more than one digit will change.

Knowledge Organiser

Round to Estimate

$$1635 + 386 = 2021$$

Round to the nearest ten

$$1640 + 390 = 2030$$

Round to the nearest hundred

$$1600 + 400 = 2000$$

Both give a reasonable estimate, but rounding the nearest ten is more accurate.

$$9362 - 5729 = 3622$$

Round to the nearest hundred

$$9400 - 5700 = 3700$$

Round to the nearest thousand

$$9000 - 6000 = 3000$$

Rounding to the nearest hundred is much more accurate in this case.

Checking Strategies

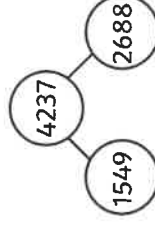
Using Inverse



$3476 - 744 = 2732$ can be checked using

$$2732 + 744 = 3476$$

This part whole shows the inverse calculations using these three numbers.



$$1549 + 2688 = 4237$$

$$4237 - 1549 = 2688$$

$$2688 + 1549 = 4237$$

$$4237 - 2688 = 1549$$

Adding in a different order

$$420 + 372 + 280 =$$

Change to

$$420 + 280 + 372 =$$

$$\text{As } 420 + 280 = 700$$

(because $42 + 28 = 70$)

$$420 + 280 + 372 = 700 + 372 = 1072$$

Number and Place Value

Knowledge Organiser

Key Vocabulary

Counting

thousands

hundreds

tens

ones

zero

place value

greater than

less than

order

round

rounded to

negative number

partition

digit

Roman numeral



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Counting in 6s

0	6	12	18	24	30	36	42	48	54	60
---	---	----	----	----	----	----	----	----	----	----

Counting in 7s

0	7	14	21	28	35	42	49	56	63	70
---	---	----	----	----	----	----	----	----	----	----

Counting in 9s

0	9	18	27	36	45	54	63	72	81	90
---	---	----	----	----	----	----	----	----	----	----

Counting in 25s

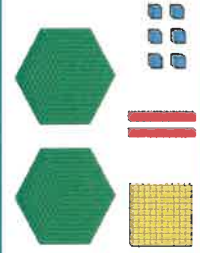
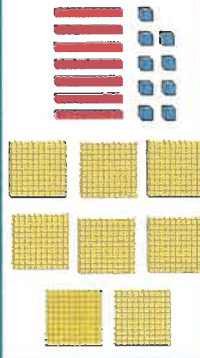
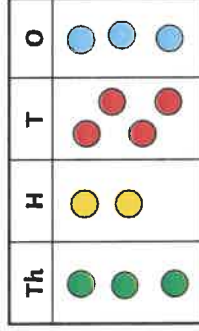
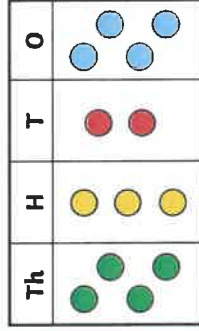
0	25	50	75	100	125	150	175	200	225	250
---	----	----	----	-----	-----	-----	-----	-----	-----	-----

Counting in 1000s

0	1000	2000	3000	4000	5000	6000	7000	8000	9000	10 000
---	------	------	------	------	------	------	------	------	------	--------

Compare and Order

1000 More or 1000 Less



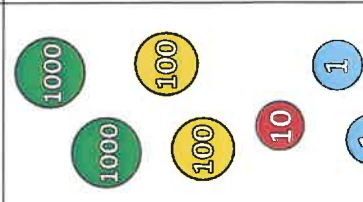
879 < 2126
less than

1000 Less



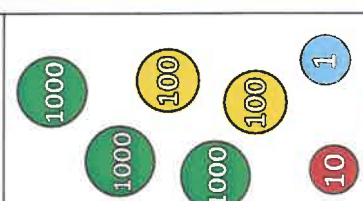
1212

1000 More



2212

1000 More



3212

2497

2508

3012

3521

3530

4002

smallest

greatest

Number and Place Value

Knowledge Organiser

Negative Numbers



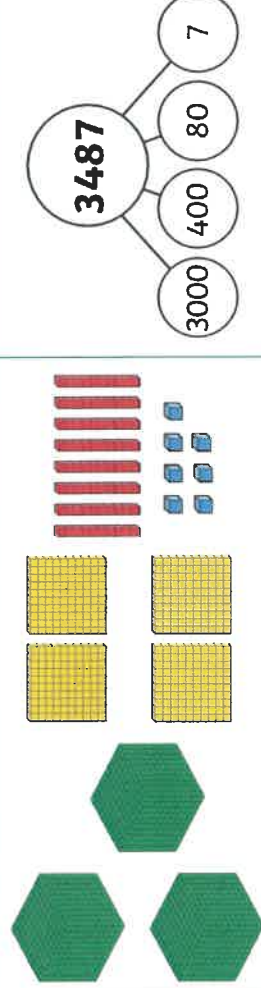
Represent 4-Digit Numbers

3487

three thousand, four hundred and eighty-seven

1000s	100s	10s	1s

Thousands	Hundreds	Tens	Ones



Roman Numerals

one	1	I
five	5	V
ten	10	X
fifty	50	L
one hundred	100	C

XVIII = 18

XXIX = 29

LXXXIV = 84

Rounding

Look at the place value column to the right of the value you are rounding to. If this digit is a 4 or less, round down. If the digit is a 5 or more, round up.

Rounding to nearest 10



Rounding to the nearest 100



Rounding to the nearest 1000

