

**Cleves School Curriculum Map**  
**Year 4 – Autumn Term**  
**'Rivers'**

**Maths**

**Number and Place Value -**

Count in multiples of 1000; count backwards through zero to include negative numbers

Find 1000 more or less than a given number

Count in multiples of 6, 7, 9 and 25

Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones)

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

Identify, represent and estimate numbers to 10 000 using different representations

Order and compare numbers beyond 1000

Solve number and practical problems with number and place value from the Year 4 curriculum, with increasingly large positive numbers

Round whole numbers to 10,000 to the nearest 10, 100 or 1000

**Addition and Subtraction**

Solve calculation problems involving two-step addition and subtraction in context, deciding which operations to use and why

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

Check answers to addition and subtraction calculations by estimating and using inverse operations

Understand the inverse relationship between addition and subtraction

Mentally add and subtract pairs of three-digit and four-digit numbers

Use addition and subtraction facts to 100 and derive related facts up to 1000

Calculation problems involving two-step addition and subtraction in context, deciding which methods to use and why

**Measure (length and perimeter)**

Convert from larger to smaller units of metric measure

Measure the perimeter of a rectilinear figure

Calculate with different measures

Calculate the perimeter of a rectilinear figure

Continue to solve problems involving mixed units of length, mass and capacity/volume

**Multiplication and Division**

Use commutativity in mental calculations

Recognise factor pairs

Use factor pairs in mental calculations

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

Recall multiplication and division facts for multiplication tables up to  $12 \times 12$

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout

Use the distributive law to multiply two digit numbers by one digit

Check answers to multiplication and division calculations using rounding

Solve problems involving multiplying and adding, including integer scaling

**Measure (area)**

Convert from larger to smaller units of metric measure

Measure the perimeter of a rectilinear figure

Calculate with different measures

Find the area of rectilinear shapes by counting squares and relate it to multiplication arrays

Calculate the perimeter of a rectilinear figure

**Literacy**

**Character description**, linked to India.

The children create a character profile using the book *'The Boy Who Saved a Bear'* by Nizrana Farook

**Playscripts**, linked to India.

The children create a play script using the book *'The Boy Who Saved a Bear'* by Nizrana Farook

**Stories from other cultures**, linked to India.

The children will focus on the skills of creative writing including planning and up-leveling through writing a narrative story ending for *Paradise Carpet*, Jamila Gavin.

**Persuasive Writing**

We examine the features and the children write their own persuasive letter.

**Non-Chronological Report** linked to Rivers

The children create a report on the features of a river, comparing both the River Ganges and the River Thames.

**Creative/ Descriptive**

Through drama, the children will create a descriptive text combining action and dialogue.

**Spelling, Punctuation and Grammar (PaG)**

Children will have two punctuation/grammar lessons per week which will be linked to the current literacy unit. They will also have three spelling sessions spread across the week.

**Guided Reading**

The children will continue to participate in 5 guided reading sessions, per week, where they complete a carousel of activities. The children share a book in their differentiated groups, which they read as a group to the class teacher.

**Computing**

**Science**

### **Digital security**

- Safe and appropriate use of Google accounts
  - Understand the importance of communicating safely online, and the need for keeping personal information private
  - Understand how to choose a secure password and the importance of keeping passwords private
- Use appropriate behaviour online using Google accounts;  
Know and use correct and safe handling of school hardware

### **Seesaw skills**

- Recap how to use the Seesaw software for further use throughout the curriculum

### **Typing.com**

- To create an account with typing.com and begin to practise using the software to increase confidence and capability with typing

### **Google skills**

- To learn how to create a Google slides presentation and the features within it, which later supports literacy units.

### **Digital Citizenship**

- Identify a range of ways to report concerns about content and contact.

### **Computer Programming (coding) - We are musicians**

- Write more complex algorithms which include repetition (e.g.forever loops);
- Use logical reasoning to predict what computer programs are going to do;
- Write computer programs that use selection (if...then loops);

### **States of matter**

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

### **Keeping Healthy**

We will be developing the children's scientific skills of planning, carrying out and interpreting scientific investigations.

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Identifying that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food, they get nutrition from what they eat.
- Identifying the types of teeth in humans and their simple functions.
- Describe the simple functions of the basic parts of the digestive system in humans
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

<ul style="list-style-type: none"> <li>• Understand that digital content is owned by individuals or companies and can generally only be used with permission.</li> </ul>		
<p style="text-align: center;"><b><u>PSHE</u></b></p> <p style="text-align: center;"><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Positive friendships, including online.</li> <li>- Responding to hurtful behaviour; managing confidentiality; recognising risks online.</li> <li>- Respecting differences and similarities; discussing differences sensitively.</li> </ul>	<p style="text-align: center;"><b><u>Geography</u></b></p> <p style="text-align: center;"><b>Rivers</b></p> <ul style="list-style-type: none"> <li>• To know the journey of a river from source to mouth</li> <li>• To understand the effects and causes of flooding</li> <li>• To locate major rivers in the UK, their surrounding landscapes and characteristics</li> <li>• To understand 6 figure grid references on an Ordnance Survey Map</li> <li>• To carry out a field study and make sketches of the physical and human features of the River Thames</li> <li>• To know the course of the River Ganges, from source to mouth, including the countries through which it flows</li> </ul>	<p style="text-align: center;"><b><u>Music</u></b></p> <p><i>Around the World:</i> Exploring the pentatonic scale • Playing leaps • Reading graphic notation • Developing listening skills • Describing music using musical and non-musical terms • Composing and notating pentatonic melodies • Playing a pentatonic song with leaps • Combining tuned, untuned percussion and singing.</p> <p><i>Time:</i> • Identifying the metre of a new song • Singing in three independent parts • Playing and singing repeated patterns (ostinati) from notation Identifying metre in a piece of music • Understanding syncopation and using off-beat rhythms in improvisation • Combining independent parts in more than one metre • Identifying how a well-known story has been told in music • Creating music which tells a story</p>
<p style="text-align: center;"><b><u>Art</u></b></p> <p><b><u>Impressionism</u></b></p> <ul style="list-style-type: none"> <li>• Understand the key features of the impressionist period</li> <li>• Recognise a collection of main artists from this period and their artwork - Monet, Morisot, Van Gogh, Matisse, Tanner and Freelon</li> <li>• To be able to answer questions about Water Lilies, 1908 by Claude Van Gogh</li> <li>• To create a design inspired by impressionism and print it onto fabric</li> <li>• To create a repeated pattern and print it onto fabric</li> </ul>	<p style="text-align: center;"><b><u>PE/Dance and Games</u></b></p> <p style="text-align: center;"><b>Games</b></p> <ul style="list-style-type: none"> <li>• Based on the 'Real PE' scheme of work.</li> </ul> <p style="text-align: center;"><b>PE</b></p> <ul style="list-style-type: none"> <li>• Sportshall athletics</li> <li>• Gymnastics - Body shape</li> </ul>	<p style="text-align: center;"><b><u>Design Technology</u></b></p> <p>Create a reusable canvas bag using printed fabric.</p> <ul style="list-style-type: none"> <li>• Design products that are functional and designed for purpose</li> <li>• Join fabrics using a wider range of stitches. e.g. Back stitch, chain stitch.</li> <li>• Choose the most appropriate joining technique to add a decoration to a piece of fabric</li> <li>• Use given sewing patterns or printing blocks to add detail to designs.</li> </ul>

**RE**

**Autumn 1 - Sikism**

We will study:

- How Sikhs worship
- Symbolism and values
- Equality and duty

**Autumn 2 - Christianity: What did Jesus say about God's kingdom and why is it 'good news'?**

- 'Kingdom' as God's rule on earth and in heaven
- Jesus' teaching about God's kingdom in the Sermon on the Mount and the Great Commandment
- Christians living as citizens of God's Kingdom

**French**

- Numbers up to 31, Days of the week, Months of the year, Birthday dates, Story in French, Age, Members of the family, Tell about your siblings, Where do you live, French Easter traditions

**Dates for your diary**

Meet the teacher - Tuesday 12th September

Y4 Information Evening - Monday 18th September

School photographs - Monday 25th September

River Trips - Wednesday 27th (4C/4LG), Thursday 28th (4L/4E), Friday 29th September (4W/4M)

Parents evening - Wednesday 18th and Thursday 19th October

Half term - 23rd to 27th October

INSET day - Monday 30th October

Science Museum trips - Wednesday 1st November (4C/4LG), Friday 3rd November (4W/4E) and Thursday 23rd November (4L/4M)

Break up for Christmas holidays - Friday 16th December