

Maths

Place Value

- Recognising numbers to 1000
- Roman numerals
- Rounding to the nearest 10s, 100s and 1,000s
- Partitioning numbers up to 1,000
- Compare and order numbers up to 1,000
- Negative numbers
- Counting in 25s

Addition and subtraction

- Add and subtract two 4-digit numbers
- Estimating answers

Length and perimeter

- Finding the perimeter of rectilinear shapes
- Converting between different units of measure (for example, kilometres to metre)

Multiplication and division

- Multiplying and dividing by 0, 1, 10 and 100
- Times Tables up to 9

English

Class Book: "To the Edge of the World" by Julia Green

Writing focus:

- Narratives
- Poetry
- Explanation Texts
- Dual Narrative Stories

Grammar focus:

- Fronted adverbials (narrative)
- Direct speech (narrative)
- Using headings and subheadings (explanation)
- Organising paragraphs around a theme (explanation)
- Using a wide range of conjunctions
- Using the present perfect form
- Varied sentence structures

Computing

- Online safety – creating a storybook about the SMART online code
- Create a Scratch Game (coding)

Year 4 Autumn Term 2022 Topic Web

RE

- Creation and the story of Abraham to Joseph
- Jesus teaches us to pray – the prayer Jesus taught his friends; know that Jesus grew up in a Jewish tradition of prayer; know some of the Old Testament prayers

Real PE

Focus on balance and agility – coordination and core strength.

- Working towards developing personal challenges and endurance

Mountains, Rivers and Seas

Big Question: Where am I?

Where are we going?
What has God given us?

Topic (Geography)

- Develop knowledge about the world, the United Kingdom and their locality
- Use compass directions (North, South, East and West) and locational and directional language to describe features and routes on a map
- Use fieldwork and observational skills to study the key human and physical features of the school grounds
- Identify human and physical characteristics of geographical regions

Science

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 by measuring and recording the degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Living things and their habitats

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

Art/D.T

- Great Artists – Hokusai ('Mount Fuji' and 'The Great Wave')
- Impressionism – Monet
- Painting reflections and water
- Batik pillowcases
- Clay river model

Music

- Bedrich Smetana 'The Moldau' (River Music)
- Focus on storm music and water sounds exploration
 - To compose music to represent a rivers journey

Year 4 Autumn Term 2022 Knowledge Organiser

TOPIC	SCIENCE		
<p><u>Key Vocabulary:</u> <i>Can you find out the meaning of these words and use them in a sentence correctly?</i></p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Dam <li style="display: inline-block; width: 45%;">• Estuary <li style="display: inline-block; width: 45%;">• Meander <li style="display: inline-block; width: 45%;">• Tectonic plates <li style="display: inline-block; width: 45%;">• Oxbow lake <li style="display: inline-block; width: 45%;">• River <li style="display: inline-block; width: 45%;">• Upper course <li style="display: inline-block; width: 45%;">• Water cycle <li style="display: inline-block; width: 45%;">• Middle Course <li style="display: inline-block; width: 45%;">• Source <li style="display: inline-block; width: 45%;">• Flood <li style="display: inline-block; width: 45%;">• Mouth <li style="display: inline-block; width: 45%;">• Canal <li style="display: inline-block; width: 45%;">• Erosion <li style="display: inline-block; width: 45%;">• Tributary <li style="display: inline-block; width: 45%;">• Reservoir 	<p><u>Key Vocabulary:</u> <i>Can you find out the meaning of these words and use them in a sentence correctly?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>States of matter</u></p> <ul style="list-style-type: none"> • Solid • Liquid • Gas • Particles • State • Degrees Celsius • Evaporate • Condense • Precipitation </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • Environment • Vertebrate • Invertebrate • Amphibians • Mammals • Adapt • Ecological • Mosses • Ferns </td> </tr> </table>	<p><u>States of matter</u></p> <ul style="list-style-type: none"> • Solid • Liquid • Gas • Particles • State • Degrees Celsius • Evaporate • Condense • Precipitation 	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • Environment • Vertebrate • Invertebrate • Amphibians • Mammals • Adapt • Ecological • Mosses • Ferns
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Star Questions - these are key questions to think about and discuss at home			
<p>* What is a river?</p> <p>** Draw a diagram of a rivers journey and label the features.</p> <p>*** Explain how mountains and rivers are linked with reference to the water cycle.</p> <p>**** Make a list of the advantages and disadvantages of living close to a river. Think how this may have changed throughout history.</p> <p>***** Explore the rivers in your locality and compare with rivers around the world. What are the similarities and differences?</p>	<p>* Make a list of materials that change state when they are heated and cooled,</p> <p>** Draw and label a diagram explain the water cycle.</p> <p>*** Explain the difference between a carnivore, herbivore, and an omnivore.</p> <p>**** Explain how changes in environments can impact an animal's habitat and affect population numbers.</p> <p>***** Research why we have a food chain and explain why animals may not survive without it.</p>		

These questions are of increasing difficulty, encouraging pupils to be **'ambitious for the higher gifts'**. The 'four' and 'five star' questions are designed to be opened ended and rely on higher order thinking (see Bloom's Taxonomy). Perhaps these questions could form the basis of discussions at home, as well revisiting key knowledge in the first 'three-star' questions.