Oak Class Curriculum Statement Autumn Term 1

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| **Numeracy**  (**Place Value / Calculations / Graphs)*** recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones), comparing and ordering within 10,000
* add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
* estimate and use inverse operations to check answers to a calculation
* round numbers to the nearest 10, 100 and 1000
* to read and record information in tallies, charts and bar graphs and pictograms.
 | **Topic Work (World War 2)****“What was it like to be a child in WW2?”*** A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond1066. (WW2)
* A local history study linked to one of the British areas of study.
* A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).

Within this topic, children have the option of completing a more detailed home learning project on an area of World War 2 that interests them.***Year 4 will be visiting the Nothe Fort in Weymouth on Monday 21st October (details of the trip to be sent out separately).*** | **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, and measure or research the temperature at which this happens in degrees Celsius (°C)
* Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**Jigsaw : Being Me In My World*** Being a school citizen
* Being a class team member
* Rights, Responsibilities and Democracy
 | **Literacy (Power of Reading - Tom’s Sausage Lion, A Nest Full Of Stars)** * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
* To develop a creative response to a text through storytelling, drama and poetry
* to review grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
* discussing words and phrases that capture the reader’s interest and imagination.
* to use fronted adverbials
* to punctuate speech
* To assess effectiveness of own, and others, writing in order to improve.
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| **French ( animals, colours, actions, descriptions)*** explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* Ask questions and putting phrases together to make longer sentences.
* describe people, places, things and actions orally
 | **PE** (**Rugby Coaching / Action Van)** * play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (RUGBYCOACH FRIDAY PM)
* take part in outdoor and adventurous activity challenges both individually and within a team (ACTION VAN WED PM)
* Take 10 activities / Team building Challenge afternoons
 | **Computing (Scratch programming)*** design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
* use sequence, selection, and repetition in programs; work with variables and various forms of input and output
* Use logical reasoning to explain how a simple algorithm works
* Detect and correct errors in algorithms and programs
 | **SPaG** (Spelling, Punctuation and Grammar)* use further prefixes and suffixes and understand how to add them
* spell further homophones
* spell words that are often misspelt
* place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]
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| **Art and Design**  (Drawing, Textiles**)*** Create sketch books to record observations and to revisit and review their design ideas.
* To improve the children’s mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
* Choose colours and textures for effect and suitable for the purpose
 | **HOME LEARNING:**  Each week, the children will bring home a SPAG task to complete. This should take 10-20mins. Children are encouraged to use their Times Table Rockstars log-in (in front of home learning book) to practise their times tables regularly. Projects can also be completed from a list of suggested activities as required.  |