Oak Class Curriculum Statement Autumn Term 1

|  |  |  |  |
| --- | --- | --- | --- |
| **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. |
| **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] |
| **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. | |