

Year 4 Autumn 1: Everything European 1

Curriculum connections

2

English

Reading spine:

The Girl Who Stole an Elephant by Nizrana Farook

Writing:

Use expanded noun phrases in writing by the addition of modifying adjectives, nouns and prepositional phrases.
Identify and apply poetry features to describe a setting.
Use conjunctions and adverbials to extend ideas and sentences.
Draft and write a narrative, creating setting, characters and plot
Evaluate and edit, assessing the effectiveness of ideas, vocabulary choices and sentence structure.



1

Maths

Number (Place Value):

Represent numbers to 1,000, 100s, 10s and 1s.
Number line to 1,000.
Round to the nearest 10 and 100.
Count in 1,000s, 100s, 10s and 1s.
Partition numbers.
Number line to 10,000.
Find 1, 10, 100, 1000 more or less.
Partition numbers.
Compare and order numbers.
Round to the nearest 1000.
Count in 25s.
Negative numbers.
Roman numerals to 100.

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Geography

Everything European

Learn the locations of European countries on a map and recall them by their related flags.
Learn and identify the locations of the major capital cities and landmarks across Europe.
Identify the different regions of Europe and explain their physical and human features.
Compare and contrast different regions and countries of Europe.

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Art

Still life in the style of Paul Cezanne

Draw from first hand observation.
Think carefully about how elements are placed or arranged to create a final image.
Consider what can be seen from the chosen perspective and what is the focal point.
Carefully consider proportions and form.
Represent different tones through shading and understand how shading can be applied to create the illusion of three dimensions.
Mix tints and tones to match own observations.
Talk about choices made in art, likes and dislikes, and how these relate to the work of Paul Cezanne and artists influenced by him.
Create a still life image within a French theme.
Reflect and evaluate art work.

3

4



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Science

States of Matter

Compare and group materials according to what they are; solid, liquids, gas.

Observe that some materials change state when they are heated or cooled.

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Measure or research the temperature at which this happens in degrees Celsius (°C).

Identify the part played by evaporation in the water cycle.

Identify the part played by condensation in the water cycle.

Associate the rate of evaporation with temperature.

1

Religious & World View Education

Believing: What does it mean to be a Hindu in Britain today?

What is important for Hindu life?

How does Mahatma Gandhi's life show Hindu teachings?

What do Hindus learn from Mahatma Gandhi?

Why is Gandhi a Hindu hero?

What is it like to be a Hindu in Britain today?

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Computing

Collaborative learning

Work collaboratively in a responsible and considerate way using a range of tools.

Be thoughtful when working on a collaborative document.

Use comments to suggest changes to documents.

Use a variety of slide styles to convey information.

Create a Google Form with a range of questions.

Online safety: Search for information and make a judgement about accuracy of the results.

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PE

Problem solving

Learning what makes an effective team focusing on cooperation, responsibility and collaboration.

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Football

Refine passing and dribbling to move the ball up the pitch creating an attack which results in a shot.

1

Music

Whole class instrument - clarinet

Learn how to put the clarinet together.

Learn how to hold the clarinet correctly and play two notes.

Read a simple score.

Know the names of the parts of the instrument: ligature, reed, mouthpiece, bell.

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PSHE

Being Me In my World

Know that my attitudes and actions make a difference to the class team.

Being a school citizen.

Rights, responsibilities and democracy (including British Values). Understand others' feelings and show empathy.

Group decision making.

Have a voice.

Know what motivates behaviour.

Character trait: Resourcefulness

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Spanish

Journey around Latin America

Locate and name the Spanish-speaking countries of Latin America on a map.

Ask the question- Where are you going? Recognise the difference between *voy a* – I am going and *vas a* – you are going; Ask the question *¿Cómo vas?* – How are you going? Identify and begin to write means of transport, recognise the different usage of the prepositions when describing travel.

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