



We are a learning community with the spirit to succeed

**Holywell Primary School**

Tolpits Lane, Watford, Herts, WD18 6LL

Tel: 01923 225188 email: [admin@holywell.herts.sch.uk](mailto:admin@holywell.herts.sch.uk)

Headteacher: Mr Coert van Straaten

**Curriculum map Autumn 1 – Year 4**

Subject Area	Content
<b>Power of Reading/Topic</b>	For Autumn 1, our book is called Varjak Paw. Our PSHE (New beginnings), Science (animals including humans) and Topic (Ireland-Geography) lessons will be linked to this scheme to help support our writing in English. Our topic New Beginnings link to this book and also makes links within our Geography, Science and PSHE work.
<b>English</b>	<p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults &amp; peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• This term children’s learning will be based around the text ‘Varjak Paw’. This relates to the topic of ‘Cats’ in which year three will be studying this term. They will be developing comprehension around the text through questions, drama and making predictions.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Using the text ‘Varjak Paw’ (Cats) as a stimulus, children will be writing a range of fiction, non-fiction and poetry such as diary entries and a newspaper report.</li> </ul> <p><b>Spelling, vocabulary, grammar, punctuation:</b></p> <ul style="list-style-type: none"> <li>• This term the children will be encouraged to use fronted adverbials, conjunctions (and, so and because), time conjunctions and subordinate and coordinating conjunctions. Spellings will be given weekly and follow the National Curriculum for Year 3 and 4.</li> </ul>
<b>Maths</b>	<p><b>Place value and regrouping-</b> <i>Recognise the place value of each digit in a three-digit number (hundreds, tens and ones)</i>  <i>identify, represent and estimate numbers using different representations</i></p> <p><b>Counting on and back in ones, tens and hundreds-</b><i>Find 10 or 100 more or less than a given number</i></p> <p><b>Mental fluency- addition and subtraction-</b> <i>Add and subtract numbers mentally, including:</i></p>



	<ul style="list-style-type: none"> <li>• <i>a three-digit number and ones</i></li> <li>• <i>a three-digit number and tens</i></li> <li>• <i>a three-digit number and hundreds</i></li> </ul> <p><b>Fact families and applying the inverse-</b> <i>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</i></p> <p><b>Written addition and subtraction-</b> <i>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</i></p> <p><b>Problem solving-</b> <i>worded problems</i></p>
<b>Science</b>	<p><b>Working scientifically:</b> Children will be encouraged to ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out and this will be shown through investigations on muscles and exercises.</p> <p><b>Science content:</b> Children will identify that animals (specifically cats) and humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. They will also identify that humans and some other animals have skeletons (with a particular link to our focus on Cats and muscles for support, protection and movement. (Topic)</p>
<b>ICT</b>	<p><b>Coding</b> Children will be able to create a design that represents a sequential algorithm, use a flowchart design to create the code, explain what Object, Action, Output, Control and Event are in computer programming. They will explain what debug means and be able to debug simple programs.</p> <p><b>Online safety</b> Children will understand how they can protect themselves from online identity theft. They will understand that information put online leaves a digital footprint and will look at creating rules to keep them and other safe online.</p> <p><b>Touch Typing</b> Children will learn and understand the names of the fingers, what is meant by 'top row', 'home row', 'bottom row' and 'space bar' and will be able to type a series of words with speed and accuracy.</p>

<b>Art and Design</b>	The children will receive an Art lesson each week from our specialist Art teacher, which will focus on different art element each week.
<b>Geography</b>	<p>The children will be learning this term about Ireland. They will explore the following geographical knowledge and skills in this unit.</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.</li> <li>• Locate and describe some human and physical characteristics of the UK.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the physical and human geography of the UK and its contrasting human and physical environments.</li> <li>• Explain why some regions are different from others.</li> </ul> <p><b>Human and physical themes</b></p> <ul style="list-style-type: none"> <li>• Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</li> <li>• Identify and sequence a range of settlement sizes from a village to a city.</li> <li>• Describe the characteristics of settlements with different functions, e.g. coastal towns.</li> <li>• Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</li> </ul> <p><b>Map skills</b></p> <ul style="list-style-type: none"> <li>• Use atlases, maps and globes.</li> <li>• Locate photos of features on a map.</li> <li>• Draw maps of gardens, watery places, route maps and places.</li> <li>• Use plan views.</li> <li>• Give maps a key with standard symbols.</li> <li>• Use maps and aerial views to help talk about views from high places.</li> </ul> <p>Use the zoom function to locate places.</p>
<b>Music</b>	Children will embark on their Charanga journey on the topic 'Let Your Spirit Fly' and 'Glockenspiel'. They will also be learning to play the recorder.
<b>PE</b>	<b>Cricket</b>

	<p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
<b>Spanish</b>	<p>The children will continue to develop their knowledge and understanding of Spanish through the Modern Foreign Language teacher. For example, they will learn about counting and colours.</p>
<b>PSHE</b>	<p>Children will focus on their sense of Belonging, self-awareness and understanding their feelings and others. We will carry this out through role-play and discussion.</p> <p><b>RSE- Self-esteem</b></p>
<b>RE</b>	<p><b>Stories of key religious leaders:</b></p> <p>During this term, the children will be studying Prophet Muhammad and his importance and role in Islam. Children will be studying the life of Muslims. They follow the teachings of the prophet in their daily life. The children will continue to learn about the importance and role of Allah in Islam. They will be learning the 99 names of Allah.</p>
<b>Educational visit</b>	<p>TBC</p>