

 

Autumn Term

Class 4

 Enquiry Question: Can you explain what happened in the beginning?

**Explain**

Key concepts

**Truth**

**Understanding**

**Difference**

**Curriculum**

Welcome to a wonderful Autumn Term at Summercourt Academy - filled with inspiring learning opportunities, a new project enquiry question and thought provoking discussions that will broaden children’s understanding of the world around them….

**Literacy**

* Children will plan their writing by identifying the audience, noting and developing initial ideas and consider how authors have developed characters and settings.
* Draft and write by selecting appropriate grammar and vocabulary, using a wide range of device, describing settings, characters and atmosphere, and summarising longer passages.
* Evaluate and edit by assessing the effectiveness of their own and others’ writing, proposing changes to vocabulary, grammar and punctuation,
* Proofread for spelling and punctuation errors.
* Piece 1. Explain: Formal letter persuading someone you know not to move to another planet i.e. Mars and outline reasons.
* Piece 2. Difference: Short story based on an alien – incorporating character description.
* Piece 3. Truth: Diary entry from someone observing The Big Bang.
* Piece 4. Understand: holiday brochure from different countries when mankind evolved and migrated.

**Maths**

* Number – Place Value Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Use negative numbers in context, and calculate intervals across zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Round any whole number to a required degree of accuracy. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
* Number- Addition and Subtraction Add and subtract numbers mentally with increasingly large numbers. Perform mental calculations, including with mixed operations and large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
* Number – multiplication and division Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Identify common factors, common multiples and prime numbers. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition and subtraction, multiplication and division and a combination of these.

**Science**

## Earth and Space (Can you explain what happened in the beginning?)

* Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
* Describe the movement of the Moon relative to the Earth
* Describe the Sun, Earth and Moon as approximately spherical bodies
* Use the idea of the Earth’s rotation to explain day and night, and the apparent movement of the sun across the sky.
* Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

**Other curriculum areas**

* Geography: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* Geography: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* History: Pre-Roman Britain - Pupils should be taught about changes in Britain from the Stone Age to the Iron Age
* Art and design: Cave drawings, rock paintings,
* Art and design: Charcoal drawing and use of other naturally occurring materials
* Art: Study of paintings and artwork by Chelsey Bonestell

**Intended Outcome**

Children to learn and develop skills that will enable them to critically discuss, form their own opinions and prepare them for key issues as they progress through school and beyond.



**Launch Day**

Rocket design and launch with a brief look at the launch of Apollo 11, Vostok and Sputnik.

**Important Diary dates**

* Inset day 25th September

This overview shows the intended learning, which may change due to pupil interests