

## Rosh Pinah Autumn Term Curriculum Overview 2018

Year Group: 4 Teachers: Miss Phillips, Mrs Feingold, Mrs Schock, Mrs Kahn, Mrs Kaplan, Mr Smith

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15							
ATHEMATICS	Induction Week	<b>Mental addition and subtraction</b>  Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers	<b>Number and place value</b>  Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using < and > and place on a number line; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers	<b>Mental multiplication and division</b>  Learn $\times$ and $\div$ facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single-digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method); find fractions of amounts	<b>Telling the time</b>  Tell and write the time to the minute on analogue and digital clocks; calculate time intervals	<b>Measurement</b>  Measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation	<b>Written addition and subtraction</b>  Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column)		<b>Fractions</b>  Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form)	<b>Fractions</b>  Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form)	<b>Working with decimal numbers</b>  Look at place value in decimals and the relationship between tenths and decimals; add two 4-digit numbers; practise written and mental addition methods; use vertical addition to investigate patterns	<b>Converting units of measurement</b>  Convert multiples of 100 g into kilograms; convert multiples of 100 ml into litres; read scales to the nearest 100 ml; estimate capacities;	<b>Presenting and interpreting data</b>  draw bar charts, record and interpret information	<b>Rounding numbers</b>  <b>Methods for subtraction</b>  Round 4-digit numbers to the nearest: 10, 100 and 1000; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use	<b>Methods for multiplication and division</b>  Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder	<b>Consolidation and end of unit assessment</b>							
ENGLISH	<p><b>Gregory Cool by Caroline Binch</b></p> <ul style="list-style-type: none"> <li>- To respond to illustrations – consider the setting and make predictions for a story.</li> <li>- To infer and deduce information about the characters.</li> <li>- To deepen their understanding of the characters and setting.</li> <li>- To build a varied and rich vocabulary.</li> <li>- To write short play scripts.</li> <li>- To create performance poetry.</li> <li>- To research and produce fact files linked to information from the text.</li> <li>- To retell the story from a characters point of view.</li> <li>- To research about a country and create a travel guide.</li> </ul> <p><b>Possible Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>• Stories with settings</li> <li>• Character descriptions</li> <li>• Poetry</li> <li>• Playscripts</li> <li>• Information texts</li> <li>• Travel guides</li> </ul>							<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HALF TERM</p>									<p><b>Varjak Paw by SF Said</b></p> <ul style="list-style-type: none"> <li>- To develop positive attitudes to reading by listening to and discussing a wide range of fiction</li> <li>- To increase familiarity with a range of books Identify themes and conventions.</li> <li>- To discuss words and phrases that capture readers’ interest and imagination</li> <li>- To ask questions to improve understanding of the text.</li> <li>- To draw inferences and justify inferences with evidence Identify how language and structure contribute to meaning.</li> <li>- To plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar</li> <li>- To plan writing by discussing and recording ideas</li> <li>- To draft and write by composing and rehearsing sentences orally</li> <li>- To write for different purposes including about fictional personal experiences</li> <li>- To assess the effectiveness of their own and others' writing and suggest improvements</li> <li>- To proof-read for spelling and punctuation errors</li> <li>- To write by organising paragraphs around a theme</li> </ul> <p><b>Possible Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>• Recount (diary entries)</li> <li>• Poetry</li> <li>• Newspaper report</li> <li>• Narrative (written from another point of view)</li> </ul>						

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<b>SCIENCE</b>	<p style="text-align: center;"><b><u>States of matter</u></b></p> <ul style="list-style-type: none"> <li>- To compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>- To 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).</li> <li>- To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>		<b>Sound</b>
<b>HISTORY</b>			<b><u>Has childhood changed over time?</u></b>
<b>GEOGRAPHY</b>	<p style="text-align: center;"><b><u>Can you come on a Great American Road Trip?</u></b></p> <ul style="list-style-type: none"> <li>- To use the eight points of the compass to locate cities in the continent of North America, and to discover something about (some of) these cities</li> <li>- To discover something about North American cities, and improve knowledge about the difference between continent, country, state and city</li> <li>- To discover something about South American cities, and improve knowledge about the difference between continent, country and city</li> <li>- To research some countries and cities of South America, and compare them to North American cities</li> <li>- Look at the Caribbean islands, and their culture.</li> </ul>		
<b>ART</b>	<p>(Link to Gregory Cool)</p> <p>LO – to create pastel drawings of a scene in Tobago of a beach/fruit market.</p> <p>LO – To look at the effects of using pastels to create different styles of drawing in keeping with a Tobago theme.</p>		<p>(Link to Varjak Paw)</p> <p>LO - to create animal pictures using paper to create shadow effects.</p> <p>LO - to create black and white city skyline pictures</p>
<b>DT</b>			Making Musical Instruments - linked to Science (sound).
<b>MP LIT</b>	We are Musicians link to Science using Garageband app.		We are Toy Designers link to History using Scratch.
<b>PE</b>	Tag Rugby		Basketball

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<b>MUSIC</b>	Music of another culture/ African Music Through singing and playing Chagim songs	Music of another culture/ African Music Through singing and playing Chagim songs	Music of another culture/ African Music Through singing and playing Chagim songs	Music of another culture/ African Music Through singing and playing Chagim songs	Composition and performance Music Through singing and playing	Composition and performance Music Through singing and playing	Composition and performance Music Through singing and playing		Exploring Sound/ Learning about Voice and Pitch.	Exploring Sound/Learning about Voice and Pitch	Exploring Sound/ Learning about different musical instruments	Exploring Sound/ Learning about different musical instruments Chanukah songs	Explore Caribbean sounds and music. Look at the drums they play and the sounds they create. Chanukah songs	Exploring Sound/ Changes in dynamics/ volume through singing and listening Chanukah songs	Exploring Sound/ how we can create Harmony using our voice instruments	Exploring Sound/ how we can create Harmony using our voice instruments	
<b>SRE/ PSHE</b>	Consider what it is like to leave your home and move elsewhere – Link to Literacy Gregory Cool								Anti Bullying Week	Anti Bullying Week							
<b>IVRIT</b>	<b>Intro</b>	<b>In the classroom</b> Asking and answering simple questions.	<b>In the classroom</b> Asking for things	<b>In the classroom</b> Describing (possession, colour etc)	<b>In the classroom</b> Giving simple information	<b>In the classroom</b> Expressing time (days of week)	<b>Assessment</b>		<b>Going for a picnic</b> Intro	<b>Going for a picnic</b> Asking and answering simple questions.	<b>Going for a picnic</b> Asking for things.	<b>Going for a picnic</b> Expressing preference and simple opinions (likes and dislikes about food and drink) Saying what you would like.	<b>Weather</b> Expressing time (seasons)	<b>Weather</b> Giving simple information/	<b>Weather</b> making statements about the weather.	Assessment	

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15	<p>Chumash Unit 4: To introduce the children to Chumash Unit 4 – The Birth of Yitzchak To understand and that 'ה keeps His promises and that שְׁרָה, at the age of 90, gives birth to a son.</p> <p>Baseline assessments for reading and writing.</p>	<p>Chumash Unit 4: To examine the link between the name יִצְחָק and the reaction of his parents both before and after his birth (צַחֲקָה – laughter).</p> <p>To consolidate pupils' knowledge of prepositional prefixes.</p> <p>General knowledge: Tishrei as a whole – understanding similarities and differences between here and Israel.</p>	<p>General knowledge: Rosh Hashana – simanim of the chag and wishes for the new year.</p>	<p>General knowledge: Yom Kippur – understanding of laws and customs of the chag and an overview of Sefer Yonah.</p>	<p>General knowledge: understanding of laws and customs of Sukkot and the invitation of ushpizin to our home.</p>	<p>General knowledge: Activities related to celebrating Chol Hamoed Sukkot.</p>	<p>Chumash Unit 4: To understand how the birth of יִצְחָק brings joy to his parents and to others. To appreciate how the תּוֹרָה's repeated use of the shoresh צַחֲקָה extends and deepens our understanding of the text</p> <p>General knowledge: Reviewing the month of Tishrei.</p>		<p>Chumash Unit 4: To understand that אַבְרָהָם shows his gratitude - הַכֶּבֶד הַטוֹב to 'ה' by making a feast. To explore different types of laughter and their impact.</p> <p>General knowledge: Linking Shabbat with creation.</p>	<p>Chumash Unit 4: To understand שְׂרָה's concern about יִשְׁמָעֵאל's behaviour and אַבְרָהָם's response to her request.</p> <p>General knowledge: Lighting Shabbat candles.</p>	<p>Chumash Unit 4: To understand that in spite of the difficulty for אַבְרָהָם, 'ה' supports שְׂרָה's request to send יִשְׁמָעֵאל away because of his possible bad influence on יִצְחָק. To understand how the תּוֹרָה's repeated use of the word בֵּן in its various forms indicates deeper meaning of the text.</p> <p>General knowledge: Lecha Dodi and the Shabbat bride.</p>	<p>Chumash Unit 4: Revision of material covered. General knowledge: Blessing the children on Friday night.</p>	<p>Chumash Unit 4: End of unit assessment. End of term assessments in reading and writing.</p>	<p>General knowledge: Chanukah – reviewing the Chanukah story and discussing the concept of Hashgachat Hashem.</p>	<p>General knowledge: Chanukah – knowing how to create a kosher Chanukiah and understanding laws relating to lighting the Chanukah candles.</p>	<p>General knowledge: Chanukah – Activities related to celebrating Chanukah.</p>
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