



ORLEANS PRIMARY SCHOOL

WELCOME TO YEAR 4



SCIENCE Animals: Digestion and Food

Children begin by identifying and describing the function of key organs in the digestive system and then learn to recognise the different types of human teeth and their roles in eating. They will explain how to care for their teeth and work scientifically to plan an enquiry by considering which variables should be changed, measured and controlled. Children will use their knowledge of teeth to classify animals as carnivores, herbivores and omnivores and recognise that differences in teeth relate to an animal's diet. They will also learn to recognise producers, predators and prey in food chains and begin to analyse predator-prey graphs before ending the topic by exploring how biologists use faeces to find out about animals' diets; constructing results tables to record observations.



ART Drawing: Power prints



Children learn to draw using tone and proportion to create a 3D effect; create collage to develop a drawing composition and explore how pattern, symmetry and contrast affect the elements within it and then applying their understanding of tone to the technique of hatching; using pattern and contrast when creating a mixed-media drawing. The unit ends with children showcasing learning from across the unit by working in groups to create giant prints inspired by their collages and wax-resist drawings.

GEOGRAPHY



Beyond the Magic Kingdom:

What is the sunshine state really like?

This enquiry is designed to enable children to gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. It begins by focusing on aspects of leisure and tourism with which pupils may be familiar both in the United Kingdom and overseas. The objective of the investigation is to take the children beyond that with which they may be familiar and introduce them to different aspects of Florida's physical and human geography.

COMPUTING Online Safety

Children will learn how to search over multiple platforms and become aware of the accuracy of the results. They will explore methods used to persuade people to buy online and explain the difference between fact, opinion and belief and recognise these online. They learn what a bot is and give examples of different bots, before designing their own.

PSHE Families and



relationships. Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others and manners and bereavement.

RE What do

Buddhists believe?

Children will learn about the **Buddhist** way of life, exploring symbols and beliefs.



MUSIC



The children will be exploring rhythm patterns and composition through the use of tuned and untuned percussion and take part in group performances.

FRENCH Phonetics

Children will learn the French alphabet letter names for spelling names and key vocabulary and places, as well as accurate reading, pronunciation and spelling of 8 key French sounds.



Key Instant Recall Facts

To help develop children's fluency in mathematics, we ask them to learn Key Instant Recall Facts (KIRFs) each half term. This term's KIRF is:

- I know number bonds to 100.

Please refer to the KIRF letter and activities on Google Classroom for more information and activities to support learning.

SPELLINGS AND READING

SPELLINGS WILL BE TESTED ON MONDAYS.
A selection of words from the previous week will be tested.

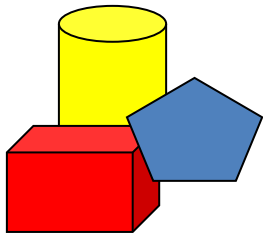
Children should read for a minimum of **10 mins** at home every night (try library books, newspapers, comics, articles, etc as well as own choice of fiction text).

PLEASE BRING BOOKS TO SCHOOL EVERY DAY – WE WILL HEAR CHILDREN READ AS OFTEN AS POSSIBLE.

Dance & OAA (Outdoor Adventurous Activities) which focus on orienteering, problem solving and team skills. In Dance, pupils will focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups.

P.E days are on Tuesday and Friday.





ORLEANS PRIMARY SCHOOL



Autumn 1 Curriculum



MATHS

Place Value in 4-digit numbers

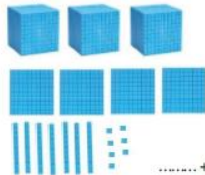
- 1000s, 100s, 10s, 1s** - Children represent numbers to 9,999 on a place value grid and understand that a 4 digit number is made up of 1,000s, 100s, 10s and 1s. Moving on from Base 10 blocks, children start to unitise by using place value counters and digits.

What numbers are represented below?



Write them in numerals and words.

Complete the sentences.



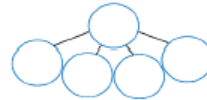
There are thousands,
..... hundreds, tens
and ones.
The number is

..... + + + =

Complete the number tracks.

3,000	4,000		6,000			9,000	
	9,000		7,000			4,000	

Complete the part-whole model for the number represented.



- Partitioning** - Children will explore how numbers can be broken apart in more than one way. This step is particularly important later on, when children begin to exchange. Understanding that $5000 + 300 + 20 + 9$ is equal to $4000 + 1300 + 10 + 19$ is crucial.

Move the Base 10 around and make exchanges to represent the number in different ways.



$$\begin{array}{r} 2000 + 400 + \boxed{} + 4 \\ 1000 + \boxed{} + \boxed{} + 14 \\ 1000 + 1300 + \boxed{} + \boxed{} \end{array}$$

Which is the odd one out?

3,500

2 thousands
and 15 hundreds

Lily describes a number. She says,
"My number has 4 thousands and 301 ones"

What is Lily's number?
Can you describe it in a different way?

3,500 ones

35 tens

- Compare 4 digit numbers** - children compare 4 digit numbers using comparison language and symbols to determine which is greater and which is smaller.

Complete the statements.

Circle the smallest amount.

Two thousand, three hundred and ninety seven

3,792

1,985 >

6,000 + 400 + 50 + 6

6,455

4,203 < 4,000 + + 4

9 thousands, 2 hundreds and 6 ones

9,602

- Ordering Numbers** - Children explore ordering a set of numbers in ascending and descending order.
- Finding 10, 100 or 1000 more or less than a given number** – Children consider how the digits change and when regrouping is needed.

$$7824 + 10 = \boxed{} \quad 7824 + 100 = \boxed{} \quad 7824 + 1000 = \boxed{}$$

Thousands	Hundreds	Tens	Ones

?
What do you notice
about how the digits
change when you add
10, 100 or 1000?

Completing a number line by adding or subtracting ten, one hundred or one thousand.



Thousands	Hundreds	Tens	Ones

- **Round to the nearest 10** - Starting with 2-digit numbers, children look at the position of a number on a number line. They then apply their understanding to three and four digit numbers, focusing on the number of ones rounding up or down.

56

The nearest multiples of 10 are ____ and ____.

____ rounded to the nearest ten is ____



- **Round to the nearest 100 & 1000** – Children use counting sticks and number lines to find where the numbers would be approximately, find the nearest higher and lower multiple of one hundred or 1000, and decide which is the closer multiple.

Addition & Subtraction

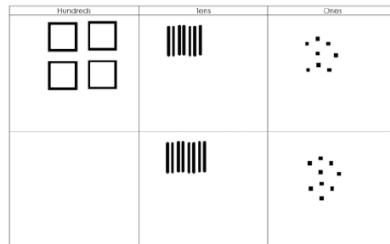
- **Derive addition and subtraction facts from known facts** - Children use the part-whole model to show how related facts can be derived either by scaling each part up by 10, 100 or 1000 (if I know $4 + 3 = 7$, I can derive $40 + 30 = 70$). They then apply this knowledge through combining facts e.g. $34 + 43$ and explore deriving facts resulting from a change to one of the parts.

? How could you work out (b), based on (a)?

a) $478 + 89 = 567$

b) $478 + ? = 577$

The whole ____ is ____ greater/less than ____.
The missing part is ____ greater/less than ____.

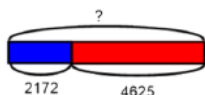


Let's Explore

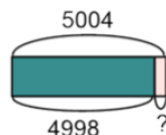
I wonder what other strategies I could use to solve this?



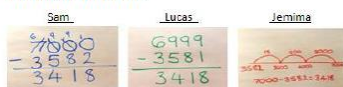
$2172 + 4625 =$



$5004 - 4998 =$



Sam, Lucas and Jemima are solving the calculation $7000 - 3582$. Here are their methods.



Who is correct? Can you explain how each child has reached their answer? Whose method is the most efficient? Use the different methods to solve $4000 - 2831$

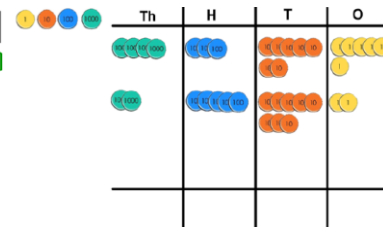
Addition & Subtraction

- Column Addition
- Column Subtraction

$4376 + 2582 =$

$4376 + 2582 \approx$

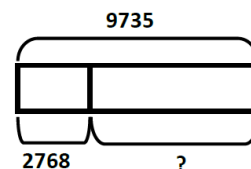
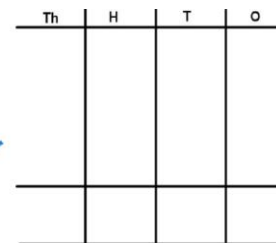
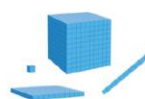
4376
 $+ 2582$



$8839 - 5684 =$

$8839 - 5684 \approx 3000$

8839
 $- 5684$

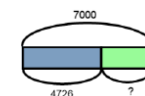


$4 \square 6 \square$
 $+ 2 \square 5 \square 1$
 $\square 7 8 9$
 $6 \square \square 8$
 $+ \square \square 8 \square$
 $9,325$
1 1 1

569
 $- 378$
 1957

New Learning

$7000 - 4726 =$



? What do you notice? Will regrouping be required?

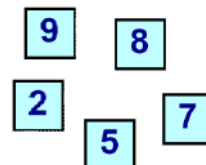
? How might you estimate the answer?

It requires multiple regrouping so I think I should use column

Independent Task

$\square 000 - \square \square \square \square$

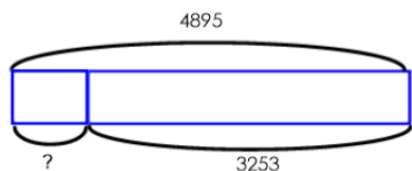
Arrange the digits into the spaces to create an equation. Calculate the difference using an efficient strategy.



Can you find:

- The greatest possible difference
- The smallest possible difference
- An even difference
- An odd difference
- A difference greater than the part subtracted
- The difference closest to 8000

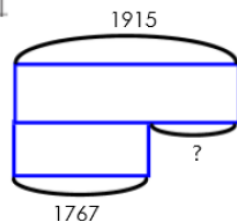
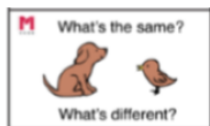
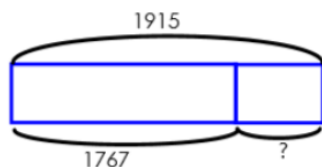
- **Represent one-step word problems** - Children create word problems for given bar models and then explore how to construct a bar model to represent a one-step word problem. Children then solve one-step problems, drawing their own bar models to represent them, applying strategies they have explored in this unit.



What is known? What is unknown?

On Tuesday morning, 4378 people visited Notre Dame cathedral. On Tuesday afternoon 2695 more people visit the cathedral. How many visitors were there on Tuesday?

On Monday, there were some people on the tour bus. Then it stopped to pick up 3268. Altogether there are now 4763. How many people were on the tour bus before it stopped?



- **Two-step word problems** - Children use bar models to represent two-step addition and subtraction problem.

Sarah wants to go on holiday to Paris. She finds a return flight for £124 and a hotel for £257. However, a holiday website offers her a cheaper deal of £350 for both. How much could Sarah save with the internet deal?

ENGLISH

We begin the year by immersing ourselves in a **film study**.

The DreamGiver is a beautifully animated short film that takes place in a seemingly ordinary children's bedroom, transformed into a place of magic and adventure under the cover of darkness.

The plot of DreamGiver involves a mystical creature who visits children while they sleep to give them dreams. The creature, DreamGiver, uses a special potion, combined with objects in the room, to create elaborate dreamscapes. However, when the DreamGiver accidentally spills some of the potion onto a storybook, a dark and menacing monster escapes into the dream world. The DreamGiver, realising his mistake, bravely chases after the monster and eventually defeats it, restoring peace and tranquillity to the dreams he has created.

This short film provides opportunities for children to practice creative writing, descriptive language, story structure analysis, exploration of themes and symbols, and more.

Throughout the unit, we will complete the following written tasks:

- Setting description
- Character description
- Fantasy narrative
- Build tension
- Descriptive writing
- Recount events (1st)
- Newspaper report
- Reported speech

