



**CLASS 9 (YEAR 4) CURRICULUM INFORMATION**

AUTUMN 2020

Subject	Curriculum Content
<p><b>English</b></p>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>- Fantasy stories – Harry Potter</li> <li>- Suspense writing</li> <li>- Descriptive writing</li> <li>- Sentence structure and style</li> <li>- Discussion, debate and drama</li> <li>- Plan and write a story</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>- Newspaper reports – Harry Potter</li> <li>- Features of newspaper reports</li> <li>- Fact v opinion</li> <li>- Plan and write a newspaper article</li> <li>- Hot seating and drama</li> </ul>
<p><b>Maths</b></p>	<p><b>Autumn 1 and 2</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>- Compare and order numbers up to 1000</li> <li>- Estimate numbers</li> <li>- Solve number problems and practical problems involving these ideas</li> </ul> <p><b>Calculation</b></p> <ul style="list-style-type: none"> <li>- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>- Estimate the answer to a calculation and use inverse operations to check answers</li> <li>- Solve problems, including missing number problems, using number facts, place value</li> <li>- Recall and use multiplication and division facts for the multiplication tables</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>- Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>- Solve problems that involve fractions</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>- Draw 2-D shapes and make 3-D shapes using modelling materials</li> <li>- Identify horizontal and vertical lines</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>- Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>- Interpret and present data using bar charts, pictograms and tables</li> </ul>



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<p><b>Science</b></p>	<p><b>Autumn 1 and 2</b></p> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>- Forces of attraction and repulsion between magnets, and about the forces of attraction between magnets and materials.</li> <li>- Objects are pulled downward because of the gravitational attraction between them and the Earth.</li> <li>- Friction, including air resistance, as a force that slows moving objects and may prevent objects from starting to move.</li> <li>- When objects [for example, a spring, a table] are pushed or pulled, an opposing push or pull can be felt.</li> <li>- How to measure forces and identify the direction in which they act.</li> </ul> <p><b>Classification</b></p> <ul style="list-style-type: none"> <li>- Grouping plants and animals</li> <li>- Keys</li> <li>- Food chains</li> </ul>
<p><b>Art</b></p>	<p><b>Autumn 1 and 2</b></p> <ul style="list-style-type: none"> <li>- Still life</li> <li>- Exploring line, tone, colour, texture</li> <li>- <b>Christine McArthur</b></li> <li>- Draw still life</li> <li>- Pastels-Blending, technique</li> <li>- Composition</li> <li>- <b>Picasso</b></li> <li>- <b>Cubism</b></li> <li>- How different artists approach still life as a subject</li> </ul>
<p><b>Humanities History</b></p>	<p><b>Autumn 1 and 2</b></p> <p><b>Roman Britain</b></p> <ul style="list-style-type: none"> <li>- Why do people move away from where they were born?</li> <li>- Why did the Romans invade and settle in Britain?</li> <li>- Who were the Celts and who were the Britons?</li> <li>- Who was Boudicca? Look at source material and discuss bias.</li> <li>- How did the Romans change Britain when they settled here?</li> </ul> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>- discuss the children's and their families' experiences of moving home</li> <li>- establish topic vocabulary for children to learn</li> <li>- research Celts and Romans to compare and contrast lifestyles</li> <li>- look at different source material to learn about fact and opinion</li> <li>- research Boudicca's revolt of AD60 to look at causes and consequences</li> </ul>



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<p><b>Humanities Geography</b></p>	<p><b>Autumn 1 and 2 Europe</b></p> <ul style="list-style-type: none"> <li>- Look at the countries that make up Europe</li> <li>- Learn about the political, physical and human geography of Europe</li> <li>- What is the European Union and why was it set up?</li> <li>- Develop subject vocabulary</li> <li>- A study of Mediterranean Spain</li> <li>- Understand different reasons for the way land is used in tourism</li> <li>- Consider the growth of tourism and how it can affect a place</li> </ul> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>- discuss places in Europe that the children have visited</li> <li>- use atlases, maps, books, internet and DVDs to develop research skills</li> <li>- learn subject vocabulary, names of countries, capital cities</li> <li>- research history of the European Union and discuss impact on everyday life</li> <li>- use weather data to look for a pattern in the weather along Mediterranean coastline</li> <li>- discuss past and present tourism and how this has been linked to the development of communications and standards of living</li> </ul>
<p><b>D&amp;T</b></p>	<p><b>Autumn 1 and 2 Packaging</b></p> <p>To investigate packaging. To learn cardboard construction techniques. To learn effective graphic techniques. (Links with Maths: shape, space, measure)</p>
<p><b>CTS</b></p>	<p><b>Autumn 1</b></p> <p>To use cloud-based technology - effective use of an online learning platform. Effective use of the learning platform:</p> <ul style="list-style-type: none"> <li>- organise, store and retrieve digital content that is created and manipulated.</li> <li>- create folders, sub-folders and understand the importance of attributing appropriate file names to documents created</li> <li>- storing, editing and sharing documents</li> <li>- collaborative online tasks</li> </ul> <p>To gain awareness of the advantages and disadvantages of using the cloud and all cloud-based technology.</p> <p><b>Autumn 2</b></p> <p>Hardware &amp; Software - Know how a computer works and some key components of a computer system, Know that computers need software to work and to interact with other hardware and Know how a computer processes data. Identify computer systems in our lives including the inputs and outputs, explain how they work and their benefits to our lives and Understand that programs are needed for computer systems to work and this is known as software.</p>

# MILTON KEYNES PREPARATORY SCHOOL

TATTENHOE LANE, MILTON KEYNES MK3 7EG



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French	<p><b>Autumn 1-Getting to know you</b> Greetings Names Asking how someone is Counting to 10 Saying how old they are</p> <p><b>Autumn 2-Time</b> Days and months of the year Count from 11-31 Say their own birthday</p>