

PUFFINS CLASS CURRICULUM – AUTUMN TERM

TERM: Autumn (Year A)	CLASS: Puffins	DATE: September 2025
KEY THEME:		
MATHEMATICS	ENGLISH	SCIENCE
<p><u>YEAR 4</u> <u>Place value – 4-digit numbers</u> Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Round any number to the nearest 10, 100 or 1,000 Count in multiples of 6, 7, 9, 25 and 1,000 Identify, represent and estimate numbers using different ways Order and compare numbers beyond 1,000 Roman numerals 1000 more or less Solve number/ practical problems Count backwards through zero to include negative numbers <u>Calculation: addition & subtraction</u> Add and subtract numbers 4 digit numbers using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation <u>Measure - Perimeter:</u> Convert between different units of measure [km to m; hour to minute] Measure and calculate the perimeter of a rectilinear figure in squares, centimetres and metres</p>	<p><u>Oracy:</u> Poetry recitals Christmas productions – play scripts</p> <p><u>Writing:</u> This term we will be reading: The Iron Man, Varmints and Tar Beach; exploring the themes of invention, freedom and captivity. Pupils will be writing stories, explanations, descriptions, diary entries and reports.</p> <p><u>Reading Comprehension:</u> Guided reading is weekly and age related.</p> <p><u>Spelling:</u> Pupils have one spelling lesson a week and then practise their spellings daily. They will be learning the spellings set out for their age group within the National Curriculum.</p> <p><u>Handwriting:</u> Pupils continue to develop and improve their joined handwriting.</p>	<p><u>Teeth and eating</u> Pupils will be describing the functions of the basic parts of the digestive system in humans. They will be identifying the different types of teeth in humans and their functions. They will be constructing and interpreting a variety of food chains, identifying producers, predators and prey.</p> <p><u>Animals, including humans</u> Pupils will be exploring and describing the changes as humans develop to old age.</p> <p><u>Electricity</u> Pupils will be constructing and naming the components within a circuit. They will explore the uses of switches, conductors and insulators.</p> <p><u>Working Scientifically</u> They will set up practical enquiries and comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment. Ask relevant questions and use different types of scientific enquiries to answer them. Label diagrams. Use results to draw conclusions, make predictions, suggest improvements and raise further questions.</p>
PHYSICAL & OUTDOOR EDUCATION	HISTORY	GEOGRAPHY
<p><u>Games: Flag American Football/Tag Rugby / Football/Hockey</u></p>	<p><u>Ancient Egyptians:</u> In this unit, children use a range of sources to find out about the life and achievements of the</p>	<p><u>Llandudno</u> Pupils will be exploring a region of the UK - Llandudno. They will explore the</p>

<p><u>Outdoor adventurous:</u> Orienteering <u>Gymnastics:</u> Balancing and movement <u>John Muir Discovery Award:</u> Discover – <i>Educational visit:</i> <i>Bwlytai woods November 2025</i> <u>Bikeability:</u> TBC</p>	<p>Ancient Egyptians. Through their investigations they find out about some of the key events and individuals from this period. The children will develop their skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such as continuity and change, similarity and difference, and significance.</p>	<p>geographical concepts of similarity and difference. They will use locational knowledge identifying human and physical characteristics. They will collect and analyze a range of data. Fieldwork and geographical skills: Use 8 points of a compass; OS maps; digital/computer mapping; sketches; measurements and make observations. <i>Educational visit: October 2025</i></p>
RELIGION & WORLD VIEWS	ART AND DESIGN	DESIGN TECHNOLOGY & FOOD TECHNOLOGY
<p><u>Hinduism:</u> What is the best way for a Hindu to show their commitment to God? This enquiry develops pupils' understanding of commitment.</p> <p>All Saints Church - Harvest Celebration</p> <p><u>Christianity:</u> What is the most significant part of the nativity story to Christians today? This enquiry investigates the significance and symbolism of elements of the Christmas story to Christians today.</p> <p>All Saints Church - Christmas Celebration</p>	<p><u>Art and Design - Architecture</u> In these lessons, the children will look at the architecture of Dame Zaha Hadid and learn how she was inspired by organic forms. They will use images of their school and transform it using influences from natural forms and Hadid's work. Elements: tracing, perspective, curved surfaces, line, colour, form, pen, paint, 3D models and shape.</p>	<p><u>DT:</u> Mechanical systems - pneumatics Pupils will investigate how air pressure can be used to produce and control movement, and techniques for making simple pneumatic systems. They will compare the effectiveness of different systems, using appropriate vocabulary to describe how things work. They will learn how to assemble simple pneumatic systems and ways of fixing components in conjunction with simple levers to control movement. Pupils will explore ideas through 3D modelling.</p>
PSHE (Including RSE) & ONLINE SAFETY	COMPUTING	MUSIC
<p><u>Relationships:</u> Families and friendships: Positive friendships and influence including online. Respecting differences and similarities; discussing difference sensitively and recognising prejudice and discrimination.</p> <p><u>RSE: Safe relationships:</u> Responding to hurtful behaviour, physical contact and feeling staying safe - NSPCC PANTS programme. Speak Out – Stay Safe.</p>	<p><u>Computing systems and networks – The Internet</u> Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore who owns content and what they can access, add, and create. Finally, they will evaluate online content and understand the consequences of false information.</p>	<p><u>Theme: Exploring feelings through music</u> <i>Key questions:</i> <i>How does music connect us with our past?</i> <i>How does music teach us about our community?</i> Through these questions from our Charanga music programme, pupils will be singing and listening in each lesson. Pupils will also play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb and B.</p>

<p><u>Online safety:</u> SMART rules, Self-image and identity, Online relationships and risks</p>	<p><u>Creating Media – Audio production</u> Learners will identify the input and output devices required to work with sound digitally. Learners will discuss ownership and the copyright. In order to record audio themselves, learners will produce a podcast, which will include editing their work. Finally, learners will evaluate their work.</p>	
<p>FRENCH</p>	<p>HOMEWORK</p>	<p>OTHER INFORMATION</p>
<p>Musical instruments – pupils will be learning words and phrases for music. In the café – pupils will be learning words and phrases to help them with healthy/unhealthy food choices.</p>	<p>Please find all details on our website in Homework Policy Reading challenge Daily reading Daily times tables practise – www.timestables.co.uk</p>	<p>VALUES: Community, Sharing, Empathy and Peace. BRITISH VALUES: Respect for others and Democracy WORSHIP/PRAYER THEMES: friendship, community, sharing, prayer and advent.</p>