

**Class 9/Year 4 - Curriculum Information Autumn 2025**

Subject	Curriculum Content - Class 9/Year 4
English	<p><b>Fantasy stories – Harry Potter</b></p> <ul style="list-style-type: none"> <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> <li>- Newspaper reports – Harry Potter</li> <li>- Features of newspaper reports</li> <li>- Fact versus opinion</li> <li>- Plan and write a newspaper article</li> <li>- Hot-seating and drama</li> <li>- Developing reading comprehension techniques and progressing SPAG skills will be ongoing</li> </ul>
Maths	<p><b>Place value</b></p> <ul style="list-style-type: none"> <li>- Understanding values of each digit in numbers (to hundred thousand)</li> <li>- Reading and writing numbers (up to hundred thousand)</li> <li>- Decimal notation</li> <li>- Round to the nearest whole number, 10, 100 and 1000</li> <li>- Estimating answers to calculations using rounding</li> <li>- Multiply and divide by 10, 100, 1000</li> <li>- Comparing and ordering numbers (including decimals)</li> <li>- Roman numerals to 1000</li> </ul> <p><b>Calculations</b></p> <ul style="list-style-type: none"> <li>- Column addition and subtraction</li> <li>- Multiplication (3 single digit numbers)</li> <li>- Multiplication via written methods</li> <li>- Division via written methods with and without remainders</li> <li>- Inverse and missing numbers problems</li> <li>- Problem solving via written methods (Four operations, single and multi-step problems)</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>- Fractions of shapes and diagrams (calculate and show)</li> <li>- Fractions of Amounts</li> <li>- Equivalent/comparing fractions</li> <li>- Ordering Fractions</li> <li>- Simplifying Fractions</li> <li>- Add/Subtract Fractions</li> </ul>

<b>Science</b>	<b>Sound</b> <ul style="list-style-type: none"> <li>- How sounds are made</li> <li>- How sound travels through solids, liquids and gases</li> <li>- Loudness of sound - using a sound level meter and data logger to measure sound levels around the school (use data to draw bar graphs)</li> <li>- How we hear - the structure of the ear</li> <li>- Pitch</li> </ul> <b>Classification</b> <ul style="list-style-type: none"> <li>- Living /non living</li> <li>- Grouping plants and animals</li> <li>- Different types of skeletons</li> <li>- Keys - how to use keys to identify living things</li> <li>- Habitats</li> <li>- Food chains</li> <li>- Impact of Environmental change on living things</li> </ul>
<b>Art</b>	<b>Still life</b> <ul style="list-style-type: none"> <li>- Exploring line, tone, colour, texture</li> <li>- Exploring drawing, painting and collage techniques</li> <li>- Composition</li> <li>- How different artists approach still life as a subject</li> </ul>
<b>Humanities History</b>	<b>Roman Britain</b> <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> <i>Objectives:</i> <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>
<b>Humanities Geography</b>	<b>Europe</b> <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> </ul> <i>Objectives:</i> <ul style="list-style-type: none"> <li>- discuss places in Europe that the children have visited</li> <li>- use atlases, maps, books, internet to develop research skills</li> <li>- learn subject vocabulary, names of countries, capital cities</li> <li>- research history of the European Union</li> </ul>
<b>Engineering and Design</b>	<b>Bridges</b> <ul style="list-style-type: none"> <li>- To revise structures.</li> <li>- To learn techniques to allow parts to move using simple mechanisms.</li> <li>- To understand how to and use cutting equipment safely.</li> </ul>

	<ul style="list-style-type: none"> <li>- To measure accurately.</li> <li>- To learn effective graphic techniques.</li> <li>- To continue working in a safe environment.</li> <li>- To be able to identify hazards and minimise risks in a working environment.</li> <li>- To follow a brief and investigate outcome.</li> </ul>
Music	<p><b>Autumn 1</b> <b>Glockenspiel Stage 2</b></p> <ul style="list-style-type: none"> <li>- To use tuned percussion to read and play stave notation.</li> <li>- Look at note names on a stave</li> <li>- Use selected notes to improvise a tune</li> <li>- Follow a given set of notes accurately</li> <li>- Identify and play the correct duration of notes</li> <li>- Experiment with melodic lines and establish an effective one.</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>- To plan, prepare and rehearse for a performance.</li> <li>- Use intonation, expression and dynamics effectively when singing.</li> <li>- Use actions and body movement to enhance a song.</li> <li>- Use musical cues to remember the lyrics of a song.</li> <li>- Use musical techniques such as harmony and canon in a song.</li> <li>- Use clear intonation in a voice when delivering lyrics</li> </ul>
CTS	<p><b>Autumn 1</b> <b><i>Computing Systems and Networks: The Internet</i></b></p> <ul style="list-style-type: none"> <li>- To describe how networks physically connect to other networks</li> <li>- To recognise how networked devices make up the internet</li> <li>- To outline how websites can be shared via the World Wide Web (WWW)</li> <li>- To describe how content can be added and accessed on the World Wide Web (WWW)</li> <li>- To recognise how the content of the WWW is created by people</li> <li>- To evaluate the consequences of unreliable content</li> </ul> <p><b>Autumn 2</b> <b><i>Creating Media: Audio Production</i></b></p> <ul style="list-style-type: none"> <li>- To identify that sound can be recorded</li> <li>- To explain that audio recordings can be edited</li> <li>- To recognise the different parts of creating a podcast project</li> <li>- To apply audio editing skills independently</li> <li>- To combine audio to enhance my podcast project</li> <li>- To evaluate the effective use of audio</li> </ul>

<b>PE &amp; Games</b>	<p><b>Autumn 1</b></p> <p><b>PE – Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Routine</li> <li>- Sequences</li> <li>- Using basic apparatus</li> <li>- Travel &amp; movement</li> <li>- Height</li> <li>- Paired balances</li> </ul> <p><b>Autumn 2</b></p> <p><b>PE - Health Related Fitness</b></p> <ul style="list-style-type: none"> <li>- Evaluating fitness and developing ways to improve fitness</li> <li>- What is a healthy diet?</li> <li>- Different training methods</li> <li>- Introduce fitness testing</li> </ul> <p><b>Games</b></p> <p><b>Boys - Rugby</b></p> <p>An introduction to contact rugby. To further develop overall knowledge and understanding of the game of rugby. Focusing on the essential skills of the game and improving understanding of when and how to use these, within both drills and small sided games.</p> <p><b>Girls - Hockey</b></p> <p>To continue to develop overall knowledge and understanding of the game of hockey. To improve both stick skills and athleticism through individual drills and team play. To develop knowledge of the rules of the game and begin to apply tactics.</p>
<b>French</b>	<p><b>Autumn 1</b></p> <p><b>Getting to know you</b></p> <ul style="list-style-type: none"> <li>- Recap of: Greetings, numbers 1- 31, age and introducing themselves</li> <li>- Months of the year and to say their birthday</li> <li>- To learn pets</li> <li>- To learn irregular forms of pets in the plural</li> <li>- To learn colours to describe pets, and changes in spelling depending on singular or plural, masculine or feminine</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>- To learn feelings</li> <li>- To learn adjective agreements in the masculine and feminine forms</li> <li>- To learn the verb '<i>être</i>' in the present tense singular form to say how they are feeling, and as an extension, how someone else is feeling using the 3rd person singular</li> </ul>

PSHE	<p><b>Autumn 1</b>  <b>Relationships – VIP's</b>  VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and will address strategies for coping with each of these.</p> <p><b>Autumn 2 -</b>  <b>Health and Wellbeing – Safety First</b>  In this unit of work, the children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances.. The children will look at first aid, exploring how to deal with common injuries and what to do to respond to emergency situations.</p>
RE	<p><b>Inspirational People</b></p> <ul style="list-style-type: none"> <li>- What a hero! To consider the characteristics of an inspirational person and to consider who might provide personal inspiration.</li> <li>- Anne Frank: To understand how belonging to a religion can help you cope with difficult experiences with dignity.</li> <li>- Mahatma Gandhi: To learn about the life of Mahatma Gandhi and consider the things that he thought were important in the world.</li> <li>- Oscar Romero: To understand what inspired Archbishop Oscar Romero to act in the way he did.</li> <li>- Mother Teresa: To consider what inspired Mother Teresa to work in India.</li> <li>- We can make a difference: To learn about one of the ways to work towards changing things that are unfair.</li> </ul>
Trips and/or Visitors Special Events	<p>Harvest Festival - Food Bank collection  Christmas Decorations Day</p>

# **MILTON KEYNES PREPARATORY SCHOOL**



## **CLASS 9 CURRICULUM BOOKLET**