



LITERACY

Fiction text – Story which raises issues or dilemmas.

Krindlekrax -Philip Ridley

Writing opportunities – Book cover analysis, character description/comparison, diary entry, poem, letter, setting description, news report, book review.

Speaking and Listening- Developing fluency and reading opportunities- Reader’s Theatre.

Reading – NC Year 4 objectives - Whole class guided reading. Vipers questions.

Poetry, song lyrics (Titanium music video, Robbie Williams ‘I Love my Life’, Wonderful World Louis Armstrong, Firework – Katy Perry, The Magic Box. Christmas adverts (persuasion) Coming Home By Michael Morpurgo- Slow writing.

GPS

National Curriculum y3/4 spelling objectives (Year 4 Twinkl Spelling Autumn term).

Use of fronted adverbials, direct speech, relative clauses, conjunctions, apostrophes to mark plural possession, use of simple, compound and complex sentences. Correct use of paragraphs, past and present tense, use 1st and 3rd person correctly, rhetorical questions, Standard English, noun phrases, plan, write, proofread then edit to improve writing.

Handwriting – Twinkl Scheme.

MATHEMATICS

White Rose Year 4 Autumn Term

Place value

Numbers to 1000, Numbers to 10,000 (representing, partitioning), number lines, comparing, ordering, estimating, rounding to the nearest 10, 100, 1000. Roman numerals, find 1, 10, 100, 1000 more/less.

Addition and Subtraction

Add and subtract 1s, 10s, 100s and 1000s, add and subtract up to two 4 digit numbers (no exchange, one exchange, more than one exchange), efficient subtraction, estimate and check.

Area

Find area, count squares, make shapes, compare areas.

Multiplication and Division

3x, 6x, 9x, 7x, 11x, 12x (mult and div facts), Multiply by 1 and 0, Divide a number by 1 and itself, Multiply 3 numbers.

(Prepare for Year 4 Multiplication Check)

SCIENCE	<p><u>Animals: Digestion and Food</u> Label key organs found in the digestive system and describe each of their functions. Describe the functions of the four different types of adult, human teeth, using key vocabulary. Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush. Produce a food chain that begins with a plant and has arrows that move up the food chain. Define a producer, predator and prey and identify examples in food chains. Describe digestion, teeth and diets when talking about the observed poo clues. Write a letter that uses a range of scientific vocabulary from the unit.</p> <p><u>Energy: Electricity and Circuits</u> Recall a range of electrical appliances and classify them as mains or battery-powered. Explain why something is either mains or battery-powered. Explain how to test if a circuit works and identify when simple electric circuits will work. Identify symbols for open and closed switches. Predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking and completing a circuit. Give examples of how switches are useful. Describe that a material is a good electrical conductor when it is added to an electric circuit and the bulb lights. Describe that a material is a good electrical insulator when it is added to an electric circuit and the bulb does not light. Recall that metals, for example, are good electrical conductors and plastics, for example, are good electrical insulators. Describe that the more bulbs added to a series circuit, the dimmer the bulbs will be. Explain that the bulbs will be dimmer when more are added to a circuit, as less energy is transferred to each of them. Describe precautions for working safely with electricity. Explain some precautions using knowledge of circuit diagrams, electrical components, conductors or insulators.</p>	COMPUTING
GEOGRAPHY	<p><u>European Region - Greece</u> To locate Europe and investigate key information about its principal countries. To explore tourism in the Mediterranean region. To understand some of the factors affecting migration into Europe through Greece. To investigate the landscape of Greece, its features and how it is used. To investigate some of the main features of Athens. To compare everyday life for a child in Athens with that in other places.</p>	HISTORY

The Internet

Children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

Audio Editing

Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.

European Region - Greece

To locate Europe and investigate key information about its principal countries.
To explore tourism in the Mediterranean region.
To understand some of the factors affecting migration into Europe through Greece.
To investigate the landscape of Greece, its features and how it is used.
To investigate some of the main features of Athens.
To compare everyday life for a child in Athens with that in other places.

How can we find out about the civilisation of Ancient Greece?

Find out who the Ancient Greeks were.
Know that artefacts tell us about what life was like in Ancient Greece.
Learn that archaeological sites tell us about what life was like in Ancient Greece.
Read various Greek myths and legends and find out what they tell us about Ancient Greece.
Find out about the achievements of Alexander the Great.
Investigate which sources we should include in a museum display on the life and achievements of the Ancient Greeks.

MUSIC	<p>Ukulele How to strum basic, steady rhythms and relate these to use of quavers and crotchets How to play at least 4 chords and change them appropriately to play songs in an ensemble - C, G, F and Am Singing as well as playing the instrument Performing in an ensemble and in duets and solos Use of dynamics Perform 5 songs as a class - A sailor went to Sea, 3 Little Birds, Shotgun, Jingle Bells, Last Christmas (Wham!) To appreciate and understand the context in which songs were/are written (Wham etc) Understand and use musical terms such as tempo, time signature, treble clef, forte (f) piano (p), Minor and major chords, crotchet, quaver, minim and semibreve</p>	PHYSICAL EDUCATION
ART	<p>Drawing: Power Prints Create several pencil tones when shading and create a simple 3D effect. Explore the effect of holding a pencil in different ways and applying different pressures. Use charcoal and rubber to show areas of light and dark in their drawings. Demonstrate an awareness of the relative size of the objects they draw. Use scissors with care and purpose to cut out images. Try out multiple arrangements of cut images to decide on their composition. Use different tools to create marks and patterns when scratching into a painted surface. Show some awareness of how to create contrast by including areas with more and less marks. Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. Work co-operatively to create a joint artwork, experimenting with their methods.</p>	DESIGN TECHNOLOGY

Netball

To develop passing and moving and play within the footwork rule.
To use a variety of passes to move towards a goal.
To develop movement skills to lose a defender.
To defend an opponent and try to win the ball.
To develop the shooting action.
To apply skills and knowledge to play games using netball rules.

Ball skills

To develop tracking and collecting skills.
To develop confidence and accuracy when tracking a ball.
To develop dribbling skills with hands and feet
To develop catching skills using one and two hands.
To explore and develop a variety of throwing techniques.
To use tracking and sending skills with feet.

Dodgeball

To develop throwing and apply this to a target game.
To develop dodging skills to avoid being hit.
To develop catching and learn the rules of the skill within this game.
To further develop catching and use the rules of the skill within this game.
To begin to think tactically and apply this to a game.
To apply skills and knowledge to compete in a tournament.

Gymnastics

To develop individual and partner balances.
To develop control in performing and landing rotation jumps.
To develop the straight, barrel, forward and straddle roll.
To link actions that flow using the rolls I have learnt
To develop strength in inverted movements.
To create a great partner sequence to include the skills I have learnt and apparatus.

Mechanical Systems: Making a slingshot car

Work independently to produce an accurate, functioning car chassis.
Design a shape that is suitable for the project.
Attempt to reduce air resistance through the design of the shape.
Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.
Construct car bodies effectively.
Conduct a trial accurately and draw conclusions and improvements from the results.

Families and Relationships

Understand that manners vary in different situations.
Understand boundaries in friendships, including physical boundaries and expectations.

Understand that what they do and say affects other people.

Understand the impact of bullying and the role bystanders can take.

Recognise male and female stereotyped characters.

Understand that stereotypes about disabilities are usually untrue.

Understand that families are all different and they offer each other support but sometimes they can experience problems.

Know what bereavement is and how to support someone who has experienced a bereavement.

Health and Well-being

Identify and share key facts about dental health.

Describe a calm place that helps them to feel relaxed.

Describe how they feel when they make a mistake and explain what can be learned from making mistakes.

Write or describe their strengths and how they could use these in school.

Describe what makes them happy, suggesting how they could work towards this as a goal.

Explain that there are some things they can control and others they cannot.

Understand the range of emotions we can experience.

Understand what mental health is and that sometimes people might need help.

What is the Bible and why is it important to Christians?

Know that the Bible is the world's best selling book and that there are different versions/translations of the Bible.

That the Bible is a collection of books written over a long period of time.

That the Bible is like a library – a collection of books and that the Old Testament was written in Hebrew and the New Testament in Greek by many different authors.

Find out the appropriate timeline of writing of the Bible.

That the Bible used to be handwritten before printing (eg Lindisfarne Gospels).

Learn how to look things up in the Bible.

That there are different genres of writing in the Bible.

Know what some of the different types of writing are about and why they are important for Christians.

That the Bible is about the relationship between God and humans.

The Bible outlines the Big Story (beliefs) of Christianity - Creation/Incarnation/ Salvation.

Learn that the Bible tells Christians about Jesus and the beginning of Christianity.

Describe some of the reasons why Christians read the Bible.

Know how some Bible passages give comfort, support, inspiration to Christians.

That the Bible is used in a variety of ways by Christians because it is the main source of Authority of Christians.

To reflect on who/what has authority in their lives.

Learn that the Creation story can be understood differently by different Christians (literal/non-literal).

Look at the difference between true/truth, literal and non-literal truth.

To give views and reasons based on their thinking about myths.

Why do Christians call Jesus the Light of the World?

Learn about Christian belief in Jesus as saviour to consider the symbols and imagery used by artists.

Know what each candle represents in the Advent Ring and what this means for Christians.

Consider what is happening in the world today to reflect on what positive messages may be needed.

FRENCH

'LES ANIMAUX' (PET ANIMALS)

To ask and answer questions about pets, understand masculine, feminine and plural form of nouns and masculine and feminine form of adjectives in relation to pets.
 To read and understand short descriptions of pets and also be able to write a short description (2 or 3 sentences) of their pet independently without support.
 To use short phrases for asking and answering questions about pets, using mainly memorised language.
 Apply their knowledge of adjectives and verbs in new contexts and create their own language.
 Memorise language to perform a playlet and speak in the foreign language with appropriate expression.
 Write 3 or more sentences on their own about pets using adjectives, verbs and simple conjunctions correctly and be able to give an opinion.

KEY INFORMATION

Homework:

- Check out the homework page on the website.
- Google Classroom will have details of homework for those that can access it. Alternative sources will be provided to those who can't.
- Doodle Maths/English/Tables/Spellings TTRockstars – children have individual passwords.

Educational Visits/Events

Openzone
 Various Sports events

TERM DATES

Term	Open morning of	Close afternoon of
Autumn Term	Mon 02 Sep 2024	Fri 25 Oct 2024
	Mon 04 Nov 2024	Fri 20 Dec 2024
Spring Term	Mon 06 Jan 2025	Fri 21 Feb 2025
	Mon 03 Mar 2025	Fri 11 Apr 2025
Summer Term	Mon 28 Apr 2025	Fri 23 May 2025
	Mon 02 Jun 2025	Fri 18 Jul 2025

All dates may be subject to change, please check with the school.
 In-Service days to be confirmed.