

Year 4 Autumn Term

English

- RWI Spelling

Iron Man– Ted Hughes

- Writing Outcomes: Approaching Threat Narrative and Explanation.

Mystery Text

- Writing Outcomes: Fable Narrative and Information Report

Within each of the units, we will learn about a range of sentence styles including those with varied punctuation.

Maths

Place Value

- Numbers to 1,000 and 10 000, including writing in words
- Finding 1, 10, 100 or 1000 more or less than Partition numbers
- Number lines
- Compare and order numbers to 1 000
- Round to the nearest 10, 100 or 1000
- Roman Numerals

Addition and Subtraction

- Add and subtract 1s, 10s, 100s and 1,000s
- Add up to two 4-digit numbers - no exchange, one exchange and more than one exchange.
- Subtract up to two 4-digit numbers - no exchange, one exchange and more than one exchange.
- Estimating

Maths Continued

Area

- What is area?
- Make shapes
- Compare areas

Multiplication and Division

- Multiply and divide by 6, 7 and 9
- 6, 7, 9, 11, and 12 times-table and division facts.
- Multiply by 1 and 0
- Divide a number by 1 and itself
- Multiply three numbers

There is a national Multiplication Check in June that all Year 4 will complete. Our aim is that most children by the end of year 4 will know their times tables up to 12x12.

Throughout the year we will have time to learn, practise and improve their knowledge of times tables before this time.

Science

States of Matter

- Compare and group the 3 states of matter.
- Explore how particles behave in solids, liquids and gases.
- Explore melting, boiling and freezing points.
- Explore evaporation and condensation
- Understand the water cycle

Electricity

- Explore electrical appliances and electrical safety
- Learn about electrical components in a series circuit
- Investigate electrical circuits
- Explore conductors and insulators
- Learn about electrical switches
- Investigate how electrical components can change within a circuit

History

How have children's lives changed?

- What do sources tell us about how children's lives have changed?
- Why did Tudor children work and what was it like?
- What were children's jobs like in Victorian England?
- How did Lord Shaftesbury help to change the lives of children?
- How and why has children's leisure time changed?
- What were the diseases children caught and how were they treated?

Geography

Why do people live near volcanoes?

- How is the Earth constructed?
- Where are mountains found?
- Why and where do we get volcanoes?
- What are the effects of a volcanic eruption?
- What are earthquakes and where do we get them?
- Where have the rocks around school come from?

Music

Folk Music

- To sing a broad range of unison songs with the range of an octave
- Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.
- Combine known rhythmic notation with letter names to create short (pentatonic) phrases using a limited range of 5 pitches.
- Arrange individual notation cards of known note values to create 4 bar phrases consisting of different note values with 2, 3 or 4 beats per bar
- Read and perform pitch notation within a defined range (octave).
- Identify chordal accompaniment and melody understanding static and moving parts when listening.
- Copy short melodic phrases including those using the pentatonic

Music continued

Countdown to Christmas

- Continue to sing a broad range of unison songs with the range of an octave.
- Sing rounds and partner songs in different time signatures.
- Perform in a variety of settings with an awareness of occasion and audience.
- Perform in 2 or more parts from simple.
- Use rhythmic notation to transcribe simple words and phrases.
- Introduce and understand the relationship between minims, crotchets, paired quavers and rests.
- Identify and discuss the interrelated dimensions of music when listening to a piece of music.

MFL (French)

Welcome to School

- To ask and answer several questions about myself.
- To recall and say classroom commands.
- To say and read some numbers between 0 and 20.
- To remember days and months in French.
- To say and write names of rooms in a school.
- To say and write nouns for classroom objects.

My Town, Your Town.

- To write my own Fireworks Poem.
- To say and understand classroom commands.
- To use classroom commands to program a robot.
- To say and write some places in town.
- To ask "where is...?" and answer with "here is + place".
- To understand more nouns of shops in French.

Computing

Online Safety

- Know the meaning of the term 'phishing' and are aware of the existence of scam websites.
- explain what a digital footprint is, how it relates to identity theft and give examples of things that they would not want to be in their digital footprint
- Identify risks of installing software.
- To take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities.

Coding

- To create a simple computer program
- To understand how an IF/ELSE statement works.
- To understand what a variable is in programming.

Writing for different audiences

- To explore how font size and style can affect the impact of a text.
- To use a simulated scenario to produce a news report.
- To use a simulated scenario to write for a community campaign.

PSHRE

Aiming High

- Identify achievements and suggest how my actions can help me achieve.
- Identify personal goals and suggest actions I can take to achieve them.
- Explain how a positive learning attitude can help me learn new things.
- Identify the skills and attributes needed to do a certain job.
- Understand that gender does not limit us in becoming what we want to do in the future.
- Discuss what job I might like to do when I grow up and what skills I will need to achieve this.

Team

- Talk about changes and how they might make me feel (changes in family such as divorce, bereavement, transition between key stages).
- Explain how and why we should work well as a team and describe how actions and behaviour affect a team.
- Describe why disputes might happen and strategies to resolve them.

RE

Baptism

- To understand why infant baptism is important to Christians.
- To understand what believers' baptism is.
- To understand why and where people might get baptised.
- To explore what happens at an Aqiqah.

Trinity and Incarnation

- To investigate what the trinity means.
- To create a prayer for a baptism.
- To understand why the trinity is important to Christians.
- To know titles are used about Jesus at Christmas time.
- To Explain that a saviour is someone who saves or rescues people.
- To explain why Jesus is called the saviour.

PE

Indoor Athletics

- Develop control when taking off and landing in jumps
- Throw with increasing accuracy
- Combine running and jumping at speed with control

Football/Basketball

- Gain possession by working as a team and pass in different ways
- Choose a specific tactic for defending and attacking
- Use a number of techniques to pass, dribble and shoot
- Understand when to use power or accuracy in a game situation

Art and Design

Drawing: Growing artists

To recognise how artists use shape in drawing.

To understand how to create tone in drawing by shading.

To understand how texture can be created and used to make art.

To apply observational drawing skills to create detailed studies.

To explore composition and scale to create abstract drawings.

Design Technology

Cooking and nutrition: Eating seasonally

To explain why food comes from different places around the world.

To explain the benefits of seasonal foods.

To develop cutting and peeling skills.

To evaluate seasonal ingredients.

To design a mock-up using criteria.

To evaluate a dish.