

English



Reading and writing learning centred around high quality texts:

Text: James and the Giant Peach

Written outcomes:

- Diary writing
- Play scripts
- Non – chronological reports
- Persuasive letter writing

Text: **The Ice Palace**

Written outcomes:

- Poem (description of snow scenes)
- Letter to Mum and Dad (explaining why Ivan had to go)
- Survival guide (how to survive in extreme conditions)
- Collective poem
- Wanted poster – character description
- Newspaper report
- Narrative (write the ending from Ivan’s perspective or his brother’s perspective)

Whole school poetry focus (2 weeks in October):

Text: **Where Zebras Go by Sue Hardy Dawson**

- Where Zebras Go
- The Frog Princess
- Mute
- Rising Early
- When I was Famous
- Miss Moon
- Talking Toads
- Who
- The Box
- Planet for sale

Outcomes:

- Written responses to poems studied
- Poetry performance
- Text marking
- Drafting, redrafting and publishing poetry
- Riddles

Grammar and spelling:

The prefix in- can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’

Homophones –sion is used if the root word ends in d or se.

Use of paragraphs to organise ideas around a theme

Introduce Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Punctuation: Use of inverted commas for speech.

P.S.H.E

- **Health & Wellbeing:** Aspirations: Identified Strengths 1
- **Health & Wellbeing:** Aspirations: Identified Strengths 2
- **Health & Wellbeing:** Aspirations: That’s My Goal
- **Relationships:** Aspirations: The Impossible Dream
- **Relationships:** Communication: Clear Messages
- **Relationships:** Communication: How to Listen
- **Relationships:** Communication: Responding to Others
- **Relationships:** Communication: Expressing Opinions
- **Relationships:** Bullying: Reactions Frustration
- **Relationships:** Bullying: Self-Worth
- **Relationships:** Bullying: Persistence and Resilience
- **Relationships:** Bullying: Negative Persistence

I am Warrior! Year 4 Autumn term

I am warrior! I am strong, brave & powerful. Meet me in battle. Draw your sword, wield your axe & challenge me if you dare! Invade & attack, Romans versus the Celts, the fight is on. We will learn and discover about warring Britain – meet Claudius, Boudicca and Julius Caesar and find out what the Romans did for us. They will experience the story of the destruction of Pompeii and what it tells us about the earth.

Ideas for topic texts to read at home: Roman myths, The Thieves of Ostia, What the Romans did for us, The Journal of Iliona, Boudicca’s Army



Maths

Numbers to 1,000
Rounding to the nearest 10 and 100
Counting in 1,000s
Representing 4-digit numbers
1,000s, 100s, 10s and 1s: place value
The number line to 10,000
Roman numerals to 100
Finding 1,000 more or less
Comparing 4-digit numbers
Comparing 4-digit numbers
Ordering numbers to 10,000
Rounding to the nearest 1,000
Solving problems using rounding
Counting in 25s
Negative numbers
Adding and subtracting 1s, 10s, 100s, 1,000s
Adding and subtracting two 4-digit numbers
Equivalent difference
Estimating answers to additions and subtractions
Checking strategies
Problem solving – addition and subtraction
Kilometres
Perimeter of a rectangle
Perimeter of rectilinear shapes
Multiplying and dividing by multiples of 10 and 100
Multiplying by 0 and 1
Dividing by 1
6, 9, 7, 11 and 12 times tables and their associated facts

Computing

- Internet scenario card
- Weather data
- Internet search and presentation.

P.E.

1st half: Tag Rugby & Outdoor Adventure Activities: Problem Solving
2nd half: Handball & Gymnastics: Bridges

French

About ourselves:

Introduce yourself; name parts of the face; name parts of the body; say a part of the face/body hurts; ask for a French translation;

School life:

Understand classroom instructions; identify classroom items; say how many items there are; say subjects you like/dislike; identify days of the week; say times of the day; tell time to the hour; describe your day.

History

The class will learn when the Romans invaded Britain and why and how the army was so successful. They will find out whether the native Celts welcomed or resisted the Romans, including Boudicca and why we remember her. They will investigate how the Romans influenced the culture of the people already here. Children will begin to appreciate the work of archaeologists and historians and how they use evidence to make deductions about what happened in the past.

Geography

Through the story of Mount Vesuvius and the destruction of Pompeii, the children will learn about volcanoes. They will recognise that there is rock under all surfaces and list the layers that make up the Earth, creating and labelling a cross-section of the Earth. They will understand how tectonic plates move and how a volcano is formed. They will name some of the parts of a volcano and say what happens when they erupt. They will know where volcanoes are found using the words extinct, dormant and active. They will explore the risks and benefits of living near a volcano.

Art & D.T.

Art: The class will research the purpose of mosaics and what they depicted using mosaics from Pompeii. They will focus on shading within mosaics and look at shading techniques while drawing. They will create their own mosaic, designing a central motif which includes some shading.



D.T: We will learn about wheels and axels and design and make a Roman chariot.



Music

FIFTHS: The class will recap their knowledge of musical values learning about quavers and perform complex rhythm patterns on sticks and cups in the song Stick and Pad. They will also learn about African music and learn the percussion part to the African song Jongu.

Science

Working scientifically in Lower Key Stage 2

Raising Questions: They should be given a range of scientific experiences to enable them to raise their own questions about the world around them. **Choosing a suitable scientific enquiry:** They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions **Observations:** They should help to make decisions about what observations to make, how long to make them for. They should make systematic and careful observations. **Fair testing:** Recognise when a simple fair test is necessary. **Sorting and classifying:** Talk about the criteria for grouping, sorting and classifying and use simple keys. **Secondary sources:** They should recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. **Choosing equipment:** They should help to make decisions about the type of simple equipment that might be used. They should learn how to use new equipment, such as a data logger and thermometers, appropriately. **Collecting data:** They should collect data from their own observations and measurements. **Measuring.** They should use standard units. **Recording:** They should make decisions as to how to record in notes, drawings, labelled diagrams, bar charts or simple tables. Pupils should use relevant scientific language to communicate ideas and findings in ways that are appropriate for different audiences. **Analysing data:** They should make decisions as to how to analyse the data. They should begin to look for patterns and decide what data to collect to identify them. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data. **Making improvements:** They should find ways of improving what they have already done.

Autumn term topics

Sound:

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from a sound travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

Key Scientist: Robert Boyle

State of Matter:

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Key Scientists: Daniel Gabriel Fahrenheit and Anders Celsius

R.E.

The Bible

Year 4 will learn: what the Bible is; how to use the Bible; how God calls Abraham; about God’s plan for Abraham; about Joseph; how God calls Moses; what Moses has to do; that David is chosen by God; how God speaks to us.

Trust in God

Year 4 will learn about: Learning to trust; a lesson for Jonah; God’s promise to Zechariah; the Annunciation to Mary; Joseph’s trusts in God; the birth of Jesus; the mystery of the Trinity; the mystery of the Incarnation