

Year 4 – Autumn Term

<u>Writing</u>	<u>Reading</u>	<u>Maths</u>
<p>Kaspar: Prince of Cats – Diary Entries, Fables, Alternative Traditional Tales & Reports</p> <p><u>Vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> • Create complex sentences with adverb starters. • Use commas to mark clauses in complex sentences. • Create sentences with fronted adverbials for when and where. • Identify, select and use determiners. • Explore, identify, collect and use noun phrases. • Use nouns for precision. • Identify, select and effectively use pronouns. • Use apostrophes for singular and plural possession. <p><u>Planning</u></p> <ul style="list-style-type: none"> • Read and analyse narrative, non-fiction and poetry in order to plan their own versions. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. • Discuss and record ideas for planning. <p><u>Drafting and Writing</u></p> <ul style="list-style-type: none"> • Plan and write an opening paragraph which combines setting and character/s. • Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. • Generate and select from vocabulary banks. • Link ideas across paragraphs using fronted adverbials for when and where. • Use paragraphs to organise writing in fiction and non-fiction. <p><u>Evaluating and Editing</u></p> <ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation. • Discuss and propose changes to own and others' writing with partners/small groups. • Improve writing in light of evaluation. 	<p><u>Kaspar: Prince of Cats & non-fiction on Egyptians.</u></p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings. • Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text. 	<p><u>To know and use numbers</u></p> <ul style="list-style-type: none"> • Count in multiples of 2 to 9, 25, 50, 100 and 1000. • Find 1000 more or less than a given number. • Count backwards through zero to include negative numbers. • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. • Order and compare numbers beyond 1000. • 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 1000. • Solve number and practical problems with increasingly large positive numbers. <p><u>To add and subtract</u></p> <ul style="list-style-type: none"> • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Estimate and use inverse operations to check answers to a calculation. • Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. <p><u>Measurement – Length and Perimeter</u></p> <ul style="list-style-type: none"> • Measure the perimeter of simple 2-D shapes. • Measure, compare, add and subtract: lengths • Measure and calculate the perimeter of a rectilinear figure <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> • Solve problems involving multiplying and dividing. • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. • Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems. • Recall multiplication and division facts for multiplication tables up to 12 × 12.

Year 4 – Autumn Term

Science - Sound	History - Egyptians	Geography - Whitehaven
<p><u>To work scientifically</u></p> <ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Use straightforward, scientific evidence to answer questions or to support their findings. <p><u>To investigate sound and hearing</u></p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, • Describe key aspects of physical and human geography. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
<p><u>Art & design – Landscapes & Digital Art</u></p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Comment on artworks using visual language. • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. • Create images, video and sound recordings and explain why they were created. 	<p><u>Music</u></p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	

Year 4 – Autumn Term

<u>ICT</u>		<u>PE</u>	
<u>Coding</u> <ul style="list-style-type: none"> • Use specified screen coordinates to control movement. • Set the appearance of objects and create sequences of changes. • Create and edit sounds. Control when they are heard, their volume, duration and rests. • Control the shade of pens. • Specify conditions to trigger events. • Use IF THEN conditions to control events or objects. • Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). • Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables. • Use the Reporter operators to perform calculations <u>Spreadsheets</u> <ul style="list-style-type: none"> • Use formatting tools to add formulas to calculate. • Create timers, random number and spin tools. • Create graphs within a spreadsheet/ • Make practical use of spreadsheets. <u>Online Safety</u> <ul style="list-style-type: none"> • Give examples of the risks posed by online communications. • Understand that comments made online that are hurtful or offensive are the same as bullying. 		<u>Games / ball skills</u> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. <u>Gymnastics</u> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts/ • Swing and hang from equipment safely (using hands). 	
<u>Design & Technology - Materials</u>		<u>RE</u>	
<ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. • Design with purpose by identifying opportunities to design. • Make products by working efficiently. • Refine work and techniques as work progresses, continually evaluating the product design. • Improve upon existing designs, giving reasons for choices. 		<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. • Identify religious artefacts and explain how and why they are used. • Show an understanding that personal experiences and feelings influence attitudes and actions. • Ask questions that have no universally agreed answers. • Identify religious symbolism in literature and the arts. • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	
		<u>French</u>	
		<ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Write a few short sentences using familiar expressions. • Write short phrases from memory with spelling that is readily understandable. • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. • Describe with some interesting details some aspects of countries or communities where the language is spoken. 	

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