

Aim high, believe; Fly high, achieve.

Term: Autumn 2024

Year group: 4

Main themes for learning: How can we live more sustainably?
How dark were the dark ages?

English	Maths	Science	Computing	RE
<p>Recounts from a dual perspective Explanation writing Narrative writing- wishing and finding tales</p> <ul style="list-style-type: none"> Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Draft and write by using simple organisational devices in non-narrative material. In narratives, creating settings, characters and plot. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements - Proof-read for spelling and punctuation errors. using fronted adverbials and using commas after fronted adverbials. Using conjunctions, adverbs and prepositions to express time and cause. using and punctuating direct speech organising paragraphs around a theme. Sequence paragraphs assessing the effectiveness of their own and others' writing and suggesting improvements proof-read for spelling and punctuation errors use the first two or three letters of a word to check its spelling in a dictionary 	<p>Number: Place Value count in multiples of 6, 7, 9, 25 and 1000 - find 1000 more or less than a given number - count backwards through zero to include negative numbers - recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) - order and compare numbers beyond 1000 - identify, represent and estimate numbers using different representations - round any number to the nearest 10, 100 or 1000 - solve number and practical problems that involve all of the above and with increasingly large positive 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.</p> <p>Number: Addition and Subtraction -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 addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Area - find the area of rectilinear shapes by counting squares</p> <p>Number: Multiplication and Division -recall multiplication and division facts for multiplication tables up to 12×12 - 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 factor pairs and commutativity in mental calculations - multiply two-digit and three-digit numbers by a one-digit number using formal written layout - solve problems involving multiplying and adding,</p>	<p>States of matter</p> <p>-compare and group materials together, according to whether they are solids, liquids or gases</p> <p>-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 ($^{\circ}\text{C}$)</p> <p>-identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>The Internet</p> <p>To describe how networks physically connect to other networks</p> <p>To recognise how networked devices make up the internet.</p> <p>To outline how websites can be shared via the World Wide Web (WWW)</p> <p>To describe how content can be added and accessed on the World Wide Web (WWW)</p> <p>To recognise how the content of the WWW is created by</p>	<p>Gospel What kind of world did Jesus want?</p> <p>Explore how Christians believe that through his teachings Jesus challenges everyone about the way they live.</p> <p>Explore how it is claimed that Jesus could heal a leper.</p> <p>Describe what a parable is and retell the parable of the Good Samaritan.</p> <p>Describe the work of a Christian charity that tries to put this teaching into practice.</p> <p>Incarnation/GOD What is the Trinity?</p> <p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>

<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading. • Indicate grammatical and other features. • Increase the legibility, consistency and quality of their handwriting. • Spell further homophones. • Use further prefixes and suffixes and understand how to add them. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Ask questions to improve their understanding of a text. • Use dictionaries to check the meaning of words that they have read. • Discuss understanding as it develops and explain the meaning of words in context. • Identify main ideas drawn from more than one paragraph and summarising these. • Retrieve and record information from non-fiction. • Recognise and distinguish between fact and opinion. • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Discuss words and phrases that capture the reader's interest and imagination. • Predict what might happen from 	<p>including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>		<p>people</p> <p>To evaluate the consequences of unreliable content</p> <p><u>Creating Media- Photo editing</u></p> <p>To explain that digital images can be changed</p> <p>To change the composition of an image</p> <p>To describe how images can be changed for different uses</p> <p>To make good choices when selecting different tools</p> <p>To recognise that not all images are real</p> <p>To evaluate how changes can improve an image</p>	
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<p>details stated and implied.</p> <ul style="list-style-type: none"> • Draw sound inferences, supported through reference to the text. • Identify how language, structure, and presentation contribute to meaning. • Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader. • Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters). • Identify how a range of presentational devices guide the reader in non-fiction. 					
History/Geography	Art	Design Technology	Music	PE	PSHE
<p><u>Geography</u> How can we live more sustainably?</p> <p>Describe and explain using examples what living sustainably means</p> <p>Identify, describe and explain the differences between renewable and non-renewable resources</p> <p>Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable</p> <p>Understand in basic terms how solar panels and wind turbines generate electricity</p> <p>Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing</p>	<p><u>Observational drawing and collage</u></p> <p>Learn about line, tone, colour, texture, pattern, shape, form and space.</p> <p>Draw basic shapes using techniques for shading and highlighting.</p> <p>Look at classic, modern and contemporary artists that use observational drawing and collage techniques. Introduce one focus artist to build an understanding of art history.</p> <p>Explore effects using pencil (control,</p>	<p><u>Pneumatics</u></p> <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, 	<p>Listen to and appraise different styles of music.</p> <p>Look for rhythmical patterns in sections of music and in whole songs.</p> <p>Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb</p> <p>Explore how special effects in music can make the</p>	<p>-Use running, jumping and catching in isolation and in combination. -play competitive games. - take part in outdoor and adventurous activity challenges both individually and within a team. - compare their performances with previous ones and demonstrate improvement.</p> <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> • How to tag another player. • How to move with a ball in your hands. • How to pass a ball in different directions. • How to pass a ball whilst moving. • How to score a try for your team. • How to work as a team in a small game. <p><u>Handball</u></p> <ul style="list-style-type: none"> • How to control the ball in handball. • How to pass and catch the ball. • How to take steps and pass the ball. • How to shoot. 	<p><u>Me and my relationships</u> <u>Valuing Difference</u></p> <ul style="list-style-type: none"> - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - That mental wellbeing is a normal part of daily life, in the same way as physical health. - Practical steps they can take in a range of different context to improve or support respectful relationships.

<p>Explain how electricity is generated in hydroelectric power stations</p> <p>Understand why creating new habitats for birds are good examples of sustainable development</p> <p>Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable</p> <p>History How dark was the dark ages? (Anglo-Saxons)</p> <p>Locate the period on a timeline and identify overlap with the end of the Roman period.</p> <p>Understand where Angles and Saxons came from.</p> <p>Give a few simple reasons for the invasions. Pupils begin to classify these into push and pull factors. (link to Roman invasions).</p> <p>Understand the term invasion and invaders.</p> <p>Understand that between 500 and 700 some of the leaders of smaller kingdoms conquered their neighbours,</p>	<p>smudging, pressure, cross hatching, 3D, depth) and practise new techniques using sketch books.</p> <p>Design a piece of work, incorporating new techniques, in sketch books.</p> <p>Evaluate the finished piece; techniques used; feelings evoked; how successful it was; next steps to enhance the artwork; what else they have been inspired to try.</p>	<p>syringes and balloons.</p> <ul style="list-style-type: none"> • Select from and use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse books, videos and products with pneumatic mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use pneumatic mechanisms. • Know and use technical vocabulary relevant to the project. 	<p>words we sing more meaningful.</p> <p>Perform confidently (including to an audience) using both voice and a range of musical instruments</p>	<ul style="list-style-type: none"> • How to work as a team. <p>Gymnastics</p> <ul style="list-style-type: none"> • Perform a rocket jump with a turn. • Perform a teddy bear roll. • Perform matching and mirroring balances. • Perform a bunny hop and do this on a variety of apparatus. • Perform a short sequence on mats. <p>Orienteering</p> <ul style="list-style-type: none"> • To develop spatial awareness of symbols by transferring information on a diagram into reality • To understand the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map • To identify basic orienteering symbols using a map key and know the map key is the most important part of the map • To plan for success, co-operate and discuss effectively • To review and evaluate performance in order to improve • To learn the skill of map orientation using basic diagrams [counting cones resource] • To use knowledge of orienteering symbols and map keys to solve a broken map [a map split into jigsaw pieces] • To work as a team, co-operate and discuss effectively • To learn map orientation using more challenging diagrams [netball court maps resource] 	<ul style="list-style-type: none"> - That In school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority. - The importance of self-respect and how this links to their own happiness. - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed. - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right. - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - What sorts of boundaries are appropriate in friendships with peers and others. - That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other contact. - How to recognise and report feelings of being unsafe or feeling bad about any adult. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
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<p>some becoming Bretwalda or superking.</p> <p>Know that by the end of the 7th century Anglo-Saxons were ruling most of Britain.</p> <p>Understand that Britain was on the cusp of Christianity at the time.</p> <p>Cite evidence of Saxon Christianity such as monasteries (local link to Wimborne minster), early churches, archaeological evidence, preaching crosses, grave goods and religious artefacts;</p> <p>Grasp that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms.</p> <p>Know that around 955 the kingdom of England was formed but that it was still faced with opposition. There were also separate Scotland, Wales and Ireland.</p> <p>Recount key episodes in the struggle and can identify at least one turning point in Saxon fortunes.</p> <p>Look at the different reasons why Alfred has been deemed to be 'great' and consider which were his most significant achievements.</p> <p>Grasp that some historians' interpretations can give too positive a view of a person in history if they use sources uncritically.</p> <p>Understand a range of reasons for this period being called the dark ages and also give reasons that suggest that it was not that dark.</p>				<ul style="list-style-type: none"> • To work as a team, co-operate and discuss effectively • To evaluate ongoing performance and form strategies to improve effectively • To recognise, orientate and follow the school orienteering map • To recognise the orienteering map is a 'bird's eye view' diagram of the ground • To use the key to recognise the relevant symbols and features on the school orienteering map • To apply map reading skills to navigate in pairs to and from orienteering controls (orienteering signs) • To travel safely to and from orienteering control marker signs • To record information accurately • To navigate as a team to an orienteering control marker sign using the school orienteering map • To develop tactics and techniques to travel more efficiently • To navigate in pairs to orienteering controls, applying tactics and techniques to win a SCORE event • To set up an orienteering course using the school orienteering map • To tactically plan a strategy to travel around the orienteering course as quickly as possible • To design an orienteering event based on different purposes and scenarios 	<p>French</p> <ul style="list-style-type: none"> - Greetings and classroom instructions - Become familiar with the spellings of 8 nouns - Identify a word when you hear it being spelt out - Understand and respond to questions that include the conjunction ou - Be able to identify France and the UK on a blank map - Revise numbers 0-12 - learn how to pronounce a noun & indefinite article, when it begins with a vowel, - find out about the concept of liaison in pronunciation - learn how to construct spoken sentences with more than one noun - be able to apply knowledge of a conjunction - understand the role of intonation in speech, and punctuation in writing - learn how to construct simple written sentences using a writing frame - find out about the concept of syntax when constructing meaningful sentences - learn some colours, and understand how they can be used as adjectives - be able to create spoken sentences including an adverbial opener, a verb, nouns, adjectives, and conjunctions as appropriate - learn that the adjective usually precedes the noun in English, but usually follows it in French - learn that a conjunction can separate adjectives as well as nouns - develop further the ability to describe Paris and its landmarks
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