

YEAR 4

TERM	Autumn Term		Spring Term		Summer Term	
THEME	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Writing	<p>Amazon Rainforest</p> <p>Stories (Kapok tree) The children will introduce fronted adverbials to their writing. They will plan their stories by collecting vocabulary, ideas, and different sentence types. They will organise their writing into paragraphs.</p> <p>Non chronological reports Children will be able to improve the use of fronted adverbials taught in the previous unit and use the present tense to create a NCR that reads with interest. They will also begin to look at sub-headings and their importance.</p> <p>Handwriting Children will be able to join up writing neatly enough for an adult to be able to always be able to read. They leave enough space between their letters to make sure they don't overlap often.</p>	<p>Amazon Rainforest</p> <p>Recount Children will reflect on a Mayan experience and use their understanding of chronology (cross curricular from History) and first person writing to create a recount. They will also be using past tense and time connectives to improve their writing.</p> <p>Stories Children will develop their use of fronted adverbials in their writing. They will use previously taught skills to develop clear vocabulary and ideas and use previously taught sentence types to improve their writing. The children learn to use apostrophes to show possession and inverted commas for direct speech.</p>	<p>Ancient Egypt</p> <p>Letters Children will get an opportunity to develop their letter writing skills by revisiting prior knowledge and developing their vocabulary and language. They will revisit first person writing, adding adverbials and using different phrases to end them.</p> <p>Stories Children will develop their use of fronted adverbials in their writing. They will use previously taught skills to develop clear vocabulary and ideas and use previously taught sentence types to improve their writing. The children learn to use apostrophes to show possession and inverted commas for direct speech.</p>	<p>Ancient Egypt</p> <p>Non chronological report The children will plan their report before writing and say sentences out loud and make changes to ensure it reads with interest. They will include pronouns to make the writing better.</p> <p>Poetry The children will begin to use language playfully to exaggerate or pretend within their writing. Children will use structured poems to support their writing such as Kennings or Cinquains.</p>	<p>Romans</p> <p>Stories Children will explore Roman myths and look at their features. They will use their knowledge of stories taught previous and adapt this to myths. They will focus on the importance of characters and how the story unfolds with a problem and how they get to a solution. The children learn to use apostrophes to show possession and inverted commas for direct speech.</p> <p>Diary Children will explore diaries and their key features such as use of first person and inner thoughts. Develop independent use of adverbials and conjunctions to make write cohesive.</p>	<p>Romans</p> <p>Recount The children will add adverbial phrases to the middle of sentences and use a comma after a fronted adverbial. They will group their ideas into paragraphs.</p> <p>Or Letters Children will be writing letters from different perspectives in the Roman era. They will use all previously taught knowledge of letters to produce a high-quality piece of writing. They will focus on remembering key features – first person, adding adverbials and a range of conjunctions.</p> <p>Stories Children will explore Roman myths and look at their features. They will use their knowledge of stories taught previous and adapt this to myths. They will focus on the importance of characters and how the story unfolds with a problem and how they get to a solution. The children learn to use apostrophes to show possession and inverted commas for direct speech.</p>

<p>Reading / Phonics</p>	<p><u>Reading Genres</u> Children will explore a variety of high-quality texts linked to their current topic. – These texts will link directly to the children’s English writing genres</p> <p><u>Retrieve</u> Children will start to retrieve and record information from fiction and non-fiction text.</p> <p><u>Define</u> Children will begin to take note of punctuation when reading, especially in longer sentences. Realise when things don’t make sense and start to repeat phrases/sentences for clarity. Use a Range of strategies to find meaning of new vocabulary</p> <p><u>Summarise</u> They will also begin to summarise what the main topic or ideas of more than one paragraph is and see how language, structure, and presentation contribute to meaning.</p> <p><u>Reading for Pleasure (All Year)</u> The children will read books that are structured in different ways. They will enjoy books from our own literary heritage and from other cultures and traditions. They will be able to recommend books to their peers, giving reasons for their choices. They will learn to explain and discuss what they have read through formal presentations and debates.</p>	<p><u>Reading Genres</u> Children will explore a variety of high-quality texts linked to their current topic. – These texts will link directly to the children’s English writing genres</p> <p><u>Retrieve</u> Children will start to retrieve and record information from fiction and non-fiction text.</p> <p><u>Summarise</u> They will also begin to summarise what the main topic or ideas of more than one paragraph is and see how language, structure, and presentation contribute to meaning.</p> <p><u>Infer</u> Children will use clues from the text and personal experience to explain what characters are thinking or feeling and from this write a short explanation of their inference.</p>	<p><u>Reading Genres</u> Children will explore a variety of high-quality texts linked to their current topic. – These texts will link directly to the children’s English writing genres</p> <p><u>Summarise</u> They will also begin to summarise what the main topic or ideas of more than one paragraph is and see how language, structure, and presentation contribute to meaning.</p> <p><u>Infer</u> Children will use clues from the text and personal experience to explain what characters are thinking or feeling and from this write a short explanation of their inference.</p> <p><u>Predict</u> Children will use clues from the text and its structure to make plausible prediction about upcoming events in the text</p>	<p><u>Reading Genres</u> Children will explore a variety of high-quality texts linked to their current topic. – These texts will link directly to the children’s English writing genres</p> <p><u>Predict</u> Children will use clues from the text and its structure to make plausible prediction about upcoming events in the text</p> <p><u>Summarise</u> They will also begin to summarise what the main topic or ideas of more than one paragraph is and see how language, structure, and presentation contribute to meaning.</p>	<p><u>Reading Genres</u> Children will explore a variety of high-quality texts linked to their current topic. – These texts will link directly to the children’s English writing genres</p> <p><u>Infer</u> Children will use clues from the text and personal experience to explain what characters are thinking or feeling and from this write a short explanation of their inference.</p> <p><u>Predict</u> Children will use clues from the text and its structure to make plausible prediction about upcoming events in the text</p>	<p><u>Reading Genres</u> Children will explore a variety of high-quality texts linked to their current topic. – These texts will link directly to the children’s English writing genres</p> <p><u>Retrieve</u> Children will start to retrieve and record information from fiction and non-fiction text.</p> <p><u>Summarise</u> They will also begin to summarise what the main topic or ideas of more than one paragraph is and see how language, structure, and presentation contribute to meaning.</p> <p><u>Infer</u> Children will use clues from the text and personal experience to explain what characters are thinking or feeling and from this write a short explanation of their inference.</p>
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<p>Maths</p>	<p><u>Place value</u> The children will learn to count in multiples of 25 and 1000. They will find 1000 more or less than a given number and read, write, and order numbers beyond 1000.</p> <p><u>Addition and subtraction</u> The children will apply their number bond knowledge to 4-digit numbers. They will mentally find 10, 100 and 1000 more or less than a 4-digit number. They will complete column addition and subtraction with up to 4-digits. They will learn to double 4-digit numbers mentally.</p>	<p><u>Addition and subtraction</u> The children will apply their number bond knowledge to 4-digit numbers. They will mentally find 10, 100 and 1000 more or less than a 4-digit number. They will complete column addition and subtraction with up to 4-digits. They will learn to double 4-digit numbers mentally.</p> <p><u>Length and perimeter</u> Children will measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p><u>Multiplication and division</u> The children will learn to count in multiples of 6,7,9,11,12,25 and 1000. They will recall multiplication and division facts up to 12x12.</p>	<p><u>Multiplication and division</u> Children will spend time exploring different representations of multiplication with no exchange before moving on. They will use manipulatives to support understanding and make links with repeated addition. Similarly with division, children will first need to explore examples with no exchange or remainders, making links to the inverse.</p> <p><u>Measure- area</u> This is brand new learning for children. Opportunities for exploration of vocabulary is key. Children will cover larger surfaces and have a clear understanding of the concept of area before moving onto counting small squares.</p>	<p><u>Fractions and decimals</u> The children will recognise families of equivalent fractions e.g. 2/5,6/10,1/6. They will begin to simplify fractions. When adding and subtraction fractions with the same denominator the answer can be bigger than one whole. Problem solving questions will include money and measure.</p> <p>The children will fluently recall decimal/fraction equivalents of tenths. They will apply number bond knowledge to tenths. They will learn to double numbers to 1 decimal place and recognise and write decimal equivalents of tenths or hundredths. They will explore and understand dividing by 10 and 100.</p>	<p><u>Decimals</u> They will apply number bond knowledge to tenths. They will learn to double numbers to 1 decimal place and recognise and write decimal equivalents of tenths or hundredths. They will explore and understand dividing by 10 and 100.</p> <p><u>Money</u> The children will solve money problems involving fractions to 2 decimal places. They will convert time between analogue and digital 12- and 24-hour clocks. They will convert hours to minutes, minutes to seconds, years to months and weeks to days.</p>	<p><u>Time</u> Children will first recap telling the time to different degrees of accuracy from year 3 before moving on to new learning focused around converting between different units of time.</p> <p><u>Statistics and shapes</u> The children will describe positions on a 2-D grid as coordinates in the first quadrant. They will describe movements between positions as a translation of a given unit to the left/right and up/down. They will plot specified points and draw sides to complete a given polygon.</p> <p>The children will interpret and present continuous and discrete data using appropriate graphical methods.</p>
<p>Science</p>	<p><u>Living things and their habitats</u> The children can recognise that environments can change, and this can affect the ecosystem. The children will use a classification key to group and identify living things.</p>	<p><u>Living things and their habitats</u> The children can recognise that environments can change, and this can affect the ecosystem. The children will use a classification key to group and identify living things.</p>	<p><u>Materials- States of Matter</u> The children will group materials by their state. They will note changes that occur when materials are heated or cooled. The water cycle will be looked at learning the terms evaporation and condensation.</p>	<p><u>Animals including humans</u> The children will be learning about the digestive system in humans. They will identify different types of teeth and their functions. They will interpret and construct food chains, identifying producers, predators and prey.</p>	<p><u>Electricity</u> The children will identify common appliances that run on electricity. They will construct a simple series electrical circuit, identifying and naming its basic parts. They will be able to use a switch in a circuit. Children will recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><u>Sound</u> The children will begin to associate sound with vibration. They will learn that these vibrations are important in how the ear works. They will recognise that sound gets fainter as the distance from the sound increases.</p>

<p>History</p>		<p><u>Mayans</u> Children will use dates and evidence related to the study unit and passing of time, identify and explain changes that have occurred in history and begin to suggest suitable sources of evidence and use it to build up a picture of a past event. Children will learn about how the Mayans developed their culture and grew the key crops for our world today.</p>	<p><u>Ancient Egypt</u> Children will focus on the 4 main areas of focus in History: Enquiry, Questioning, Chronological Understanding and Vocabulary. Through this, children will explore the key vocabulary of Ancient Egypt. They will continue using sources of evidence to build up pictures of past events and children will explore the problems that Egyptians faced and compare the life of Pharaohs to Slaves presenting their ideas in a variety of ways.</p>	<p><u>Ancient Egypt</u> Building on their knowledge from the previous term, children will now research into Pyramids and how they were made and focus on physical artefacts from the Egyptian period, so children are able to immerse themselves into the unit of study. From this they will be able to identify and give reasons for different ways in which the past is represented and identify reasons for and results of people's actions.</p>	<p><u>Romans</u> Children will focus on the 4 main areas of focus in History: Enquiry, Questioning, Chronological Understanding and Vocabulary. Through this, children will explore the key vocabulary of the Roman era. They will continue using sources of evidence to build up pictures of past events and children will focus on the Roman Army and how successful they were and cross-curricular links to DT will lead children to design and create Roman weaponry and evaluate the effectiveness.</p>	<p><u>Romans</u> Building on their knowledge from the previous term, children will research into key periods of time in the Roman Empire: Pax Romana and Constantine. Children will also research Roman Leaders and use their Historical understanding to present ideas to others on the effectiveness and importance of those Roman leaders.</p>
<p>Geography</p>	<p><u>South America</u> The children will learn about the key features within South America. They will consider differences between them and their own town, thinking about key features such as distribution of natural resources. Children will also use maps, atlases and globes to name and locate countries in North and South America and their capital cities.</p>		<p><u>Climate change</u> The children will learn to describe and understand key physical features such as climate zones, biomes, and vegetation belts. They will recognise how people can improve or damage an environment and think about how they could improve our planet.</p>		<p><u>Skills and fieldwork</u> The children will be able to use maps, globes, and atlases to be able to discuss what places are like. They will draw conclusions from fieldwork and investigations and use their questioning skills to help them form these.</p>	<p><u>Skills and fieldwork</u> Children will be able to use the local area to conduct fieldwork using compasses to identify the area and complete an investigation. They will then draw conclusions and present their data accordingly.</p>
<p>Art</p>	<p><u>Clay and pinch pot monsters</u> The children will learn slabbing and dragging techniques. They will learn how to pinch and pull out clay.</p>	<p><u>Drawing and shading</u> The children will use charcoal. They will learn how to mix colours using dry materials, and record patterns and colours when drawing observational pictures.</p>				<p><u>Sewing</u> The children will learn different stitches for different purposes. They will select colours and textures for effect and purpose.</p>
<p>D.T.</p>			<p><u>Mechanics</u> The children will learn to make mechanical systems such as levers and linkages</p>	<p><u>Materials</u> The children will make informed choices about which materials to use in</p>	<p><u>Electronics</u> The children will design series and parallel circuits.</p>	

			or pneumatic systems to create movement.	their design. They will make cuts within the perimeter of some materials.		
Music	<p><u>Mamma Mia</u> <u>Performing</u> The children will learn to play drums changing the timbre, rhythm and tempo. They will develop ensemble skills including listening, eye contact, sharing ideas and being able to start and stop as a group. They will develop skills to maintain an individual part and keep the rhythmic line in a group performance.</p>	<p><u>Glockenspiels</u> <u>Singing</u> The children perform with contrasting dynamics. They will internalise and pitch intervals of a step using a scale. They will maintain a rhythmic line within a more complex ensemble, including a simple four-part staff score.</p>	<p><u>Stop</u> <u>Listening</u> The children will learn to describe music using forte, piano, legato, staccato, notation, dynamics, pitch and timbre. They will identify different Indian instruments when listening to music. They will be able to identify that larger instruments have a lower pitch. They will know that composers can use timbre to create effect in their music. They will listen to music from the Renaissance, Baroque, Classical, romantic, nationalistic and Twentieth Century and present day to recognise determining features.</p>	<p><u>Lean on me</u> <u>Creating</u> The children will learn to use five given pitches to compose a melodic phrase. They will compose a rhythm in an ensemble with increasing accuracy and create and interpret a simple graphic score.</p>	<p><u>Blackbird</u> <u>Notating/Notation</u> The children will develop their understanding of notation by creating rhythms they can clap. They will use Lego/rhythm walls to make links about music notation, e.g. Two crotchets equal a minim. They will be inspired by music from another country.</p>	<p><u>Reflect, rewind and replay</u> <u>Listen to and Appraise</u> <u>Classical music</u> Children will continue to embed the foundations of the interrelated dimensions of music using voices and instruments. They will focus on singing, playing instruments within the song and improvisation using voices and instruments. Children will also focus on composition and from this share and perform the learning that has taken place.</p>
ICT	<p><u>Purple Mash</u> <u>e-safety</u> Children learn how to identify the positive and negative influences of technology on health and the environment.</p> <p><u>Purple Mash</u> <u>Effective Searching</u> Children will start to assess whether an information source is true and reliable.</p>	<p><u>Purple Mash</u> <u>Coding</u> They also learn how to create an algorithm modelled on a simple event, using a variable.</p>	<p><u>Coding</u> They also learn how to create an algorithm modelled on a simple event, using a variable.</p> <p><u>Spreadsheets</u> Children will use formulas in spreadsheets and apply this knowledge for budgeting.</p>	<p><u>Purple Mash</u> <u>Spreadsheets</u> Children will use formulas in spreadsheets and apply this knowledge for budgeting.</p>	<p><u>Purple Mash</u> <u>Logo</u> Children will learn use and build procedures in Logo. They will follow simple instructions to create shapes. They will also write and use the repeat function of logo instructions to draw shapes.</p>	<p><u>Purple Mash</u> <u>Animation</u> Children will be introduced to 'stop motion' animation and think of their own ideas to create one.</p>
P.E. (plus Real P.E.)	<p><u>Basket and ball skills</u> The children will practice keeping control while moving in an opposed game. They will pass, using a learnt technique, and receive accurately during a game.</p>	<p><u>Football and ball skills</u> The children will pass with accuracy using a learnt technique during a game. They will develop an understanding of their role</p>	<p><u>Hockey</u> The children will pass with accuracy using a learnt technique during a game. They will develop an understanding of their role</p>	<p><u>Invasion games</u> <u>Rugby</u> The children will pass with accuracy using a learnt technique during a game. They will develop an</p>	<p><u>Cricket</u> The children will pass with accuracy using a learnt technique during a game. They will develop an understanding of their role</p>	<p><u>Athletics</u> The children will improve their technique, strength and control when running, jumping and throwing. They will begin to compete</p>

	<p>The children will understand their role in a team game.</p> <p>Real PE Children will begin focussing on the personal cog of Real PE. They will focus on a combination of footwork skills and co-ordination.</p>	<p>in a team during an opposed game situation.</p> <p>Real PE Children will begin focussing on the social cog of Real PE. They will focus on a dynamic ability to jump and land.</p>	<p>in a team during an opposed game situation</p> <p>Real PE Children will begin focussing on the cognitive cog of Real PE. They will focus on dynamic balance.</p>	<p>understanding of their role in a team during an opposed game situation.</p> <p>Real PE Children will begin focussing on the creative cog of Real PE. They will focus on sending and receiving.</p> <p>Swimming Learning how to swim within stages based on children's needs.</p>	<p>in a team during an opposed game situation.</p> <p>Children will begin focussing on the physical cog of Real PE. They will focus on agility, reaction and response.</p>	<p>or race against others. They will learn why a change in heart rate is important when exercising and the importance of exercise and endurance training.</p> <p>Dance The children will learn to create character movements using varied dynamics. They will create longer dances comparing, adapting and selecting movements and motifs. They will use appropriate vocabulary with evaluating and improving their own and others dances.</p>
R.E.	<p>Hinduism The children will learn the importance of Brahman in Hinduism. They will learn the Trinity Story of Vishnu and Shiva They will discuss and describe Circle of Life and Hindu belief. They will study the Hindu view of the world we live in.</p>	<p>Hinduism Children will compare life for Hindus at Christmas and understand the meaning of Krishna. They will also begin to visit reincarnation and what that means to the Hindu religion.</p>	<p>Sikhism The children will describe the origins of Sikhism and Sikhism now. They will find out the three teachings of Guru Nanak and consider rules they must follow in life.</p>	<p>Christianity The children will learn about Holy Week, Palm Sunday and Maundy Thursday, Good Friday and Holy Sunday. They will retell what happened in the tomb. They will consider why self-discipline is important and how we can demonstrate it.</p>	<p>Buddhism The children will review the Eightfold Path. They will enquire and evaluate the Buddhist symbols and how they are relevant to Buddhists.</p>	
ReflectED	<p>Learning a new skill Children will understand as learners we all learn at different speeds. They will start to understand how to coach a friend. They will know what strategies are best to help them learn.</p>	<p>Growth mindset Children will learn the characteristics of a growth mindset. They will set themselves a target and think of a strategy to help them achieve it.</p>	<p>What a successful learner looks like Children will understand that we can see when we have been successful, but all the strategies, we use to make us successful are often not seen. They will start to look at what makes a useful reflection on a piece of work. Children will be able to name strategies they can use when they are in the learning pit. Children will</p>	<p>Questioning, summarising and visualisation skills Children will recognise how good readers ask questions as they read. They will learn to use 6 signal words to summarise a text. Children will learn to listen to a text and explain to a friend what they visualised.</p>	<p>Review knowledge of Growth Mind set Children will learn how to use talking counters to help them have a group discussion. They will know how to start chairing a discussion by being the director. They will begin to work as a team to gather ideas for public speaking.</p>	<p>Deliberate practice, coaching and feedback Co-operative learning and teamwork Children will understand how to respond to feedback when practicing.</p>

			learn why it is good to be motivated. They will be able identify what is useful feedback.			
MFL	<p><u>Phonetics 1&2</u> <u>Core Vocabulary</u> – colours, counting, days of the week</p>	<p><u>Vegetables</u> Children will name some vegetables in French. They will say what they do not like, ask for a kilo of a type a vegetable and say ‘please’ in French. They will do this with accurate pronunciation and the correct article.</p>	<p><u>Presenting Myself</u> Children will tell someone how they are feeling. They will count from 1-20. Children will say their name, their age, and where they live. They will also ask the same questions to another in French.</p>	<p><u>Home</u> Children will say and spell the words for an apartment and a house (correctly using UN and UNE). They will learn to say what rooms they do and do not have in their home. Children will use the connective word for “and” (et) to link two sentences together.</p>	<p><u>Classroom</u> Children will name and spell classroom objects. They will follow classroom commands in French.</p>	<p><u>Romans</u> Children remember at least 3 key words from the story of Romulus and Remus, and name at least 3 of the key people in the history of the Roman Empire. They will say and spell the days of the week accurately. Children will name three things that the Romans invented. They will pretend to be a child in Roman times and say two things they might do during a typical day.</p>
RSE & PSHE	<p><u>Citizenship</u> Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.</p> <p><u>Families and relationships</u> Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.</p>	<p><u>Families and relationships</u> Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.</p>	<p><u>Health and wellbeing</u> Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.</p>	<p><u>Safety and the changing body</u> Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.</p>	<p><u>Safety and the changing body</u> Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.</p>	<p><u>Economic wellbeing</u> Exploring: choices associated with spending, what makes something good value for money, career aspirations and what influences career choices.</p>