



MATHEMATICS AND COMPUTING

Number - addition and subtraction LKS2

- **m125** add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- **m126** estimate and use inverse operations to check answers to a calculation
- **m127** solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

- **co16** I am aware that programs follow a sequence from one instruction to the next
- **co17** I can make a program select a particular set of instructions (using IF-ELSE-END)
- **co24** I can use search technologies effectively
- **co29** I know the rules for keeping safe on the internet and how to be a responsible internet user
- **co30** I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

LKS2

- **co14** I can design, write and debug simple programs to control or simulate physical systems
- **co15** I can solve problems by breaking them down into progressive steps

UNDERSTANDING THE WORLD

Working scientifically LKS2

- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
- **sc33** setting up simple practical enquiries, comparative and fair tests
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc37** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- **sc40** using straightforward scientific evidence to answer questions or to support their findings.

- **sc73** find patterns between the volume of a sound and the strength of the vibrations that produced it
- **sc74** recognise that sounds get fainter as the distance from the sound source increases.

Location knowledge LKS2

- **ge27** I can identify the countries of Europe (including Russia) on a map or globe

Core Skills across the Key Stage LKS2

- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi20** I can recognise similarities and differences between periods of time
- **hi23** can ask and answer questions about similarities and differences and their significance
- **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi51** I know about the history of my local area, how it has changed over time and some of the major events and significant people associated with it

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad10** I can show in my sketch book how I have developed techniques and ideas
- **ad11** I can describe the range of materials I have used since being in KS1
- **ad14** I can show examples of my work in clay
- **ad15** I can talk about some famous artists, architects and designers from the past

- **dt33** I can measure, mark, cut and shape a range of materials accurately
- **dt35** I can use appropriate finishing techniques to strengthen and improve the appearance of my product

Design LKS2

- **dt25** I can talk about my product and explain my design ideas and where they came from
- **dt26** I can tell you for whom I have designed my product and why I think my product would be useful to them

LKS2

- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu12** I can play instruments with accuracy and control
- **mu13** I can play instruments with fluency and expression to reflect the intentions of the music
- **mu16** I can listen carefully and perform accurately from memory
- **mu19** I can describe, compare and evaluate different kinds of music
- **mu20** I can identify music from different traditions

Make LKS2

- **dt32** I can select and use appropriate tools and techniques for my product

Maths

This term in maths we shall be exploring Addition and Subtractions. We will be looking at written and mental methods. We will understand how to use column method for subtraction and addition and when it is appropriate to use mental or written methods. We shall also look at the inverse operations to each and use them to solve problems in context too. This will also reflect back on our place value knowledge.

ICT/Computing

This term in ICT we will be continuing to create our own games using Scratch. We will be looking at how we can use algorithms to create different results and how we can debug the systems too.

Science

In Science this term, Year 4 will be looking at sound. We will be identifying how sound is made through vibrations, looking at how sound travels and patterns. We shall also be setting our own investigations on volume and pitch and the changes in them with different distances. We will also be looking at the relationship between vibrations and volume and how the pitch of an object is changed by the object.

History

In History, Year 4 are continuing our topic of Anglo-Saxons and Vikings with our focus now being on Viking invasions and settlements. We will be examining reasons for the Vikings invasions, the resistance to it by the Anglo-Saxons and the importance of Danegeld as well as the Viking Gods and their rituals.

Art

In Art this term, we shall be continuing to look at Islamic art and the geometric patterns they used. We will also be looking at Norse Art and the ways Vikings designed things such as runes, ships and shields. We shall be using clay to create our own runes. We shall also be looking at the artwork around the Battle of Hastings such as the Bayeux Tapestry.

Design and Technology

This term we shall be designing our own project and product to sell at the Christmas Fayre. We will have to sketch our own ideas and use different materials to create the product.

Music

In Music, our topic is focused on creating a Christmas inspired play. We will be using different instruments as well as singing in groups and individually. We will also be evaluating different songs and compare them.

PE

In PE this term the children will be learning through gymnastics and dance. In gymnastics they will be developing different ways of taking weight on hands, and using this to choreograph and combine movement type into a sequence on floor and apparatus. In Dance the children will be continuing with their DanceFit Project run by ArtsNk.

English

This term we will be continuing to read Cressida Cowell's 'How to Train Your Dragon'. Firstly, will be looking at biographical writing. We will recount the life of Cressida Cowell and portraying them in a biography. We will be looking at what features are in a biography, evaluating them, and then creating our own ones using the knowledge we gain.

Year 4 will also be writing some instructions on How to Train a Dragon! We will be providing the reader with better instructions about how to train a wild dragon!

French

This year we will be building on our previous knowledge that we learnt in Year 3. We will still be having weekly sessions with Miss Melloy where we will continue to speak and write simple words and become confident in speaking French to others. We will be able to ask and answer questions to help our communication.

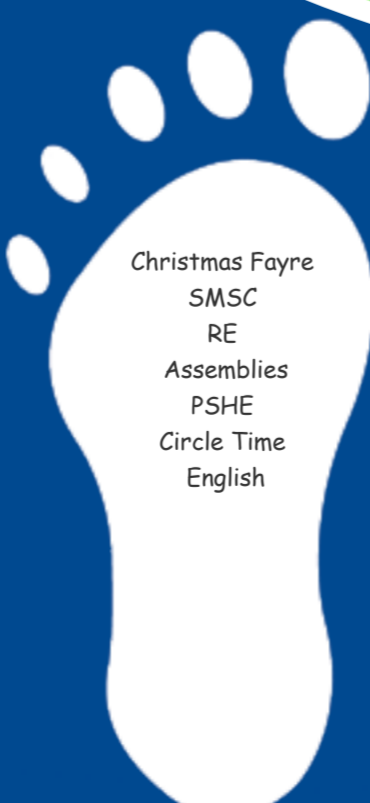
PSHE

In PSHE we will be looking at the topic of relationships and learning about the different types of relationships there are. Year Four will be exploring what being a good friend is and how we can be good friends ourselves. This will also involve becoming familiar with what respect means and how we can recognise and show it.

RE

In RE we will be continuing with our base topic of Islam. We shall continue to look at their rituals and celebrations and how they show their respect to Allah. We will also explore their beliefs and values too. We will also briefly look at the Christmas story as we near Christmas.

Invaders and Settlers: Vikings! (Y4T2)



OUTDOOR LEARNING

Year Four have PE on Mondays and Wednesdays with Mrs Smith. We shall be using outdoor space to: Look for inspiration for our writing. Look for patterns for our art work. Conduct science experiments and observations. PSHE activities surrounding relationships.



LITERACY

Reading - word reading LKS2

- **e135** 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
- **e136** read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - comprehension LKS2

- **e140** using dictionaries to check the meaning of words that they have read
- **e142** identifying themes and conventions in a wide range of books
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- **e148** asking questions to improve their understanding of a text
- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e150** predicting what might happen from details stated and implied
- **e151** identifying main ideas drawn from more than one paragraph and summarising these
- **e154** participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing - composition LKS2

- **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- **e170** in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
- **e173** proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- **e174** proof-read for spelling and punctuation errors

Writing - transcription - Spelling LKS2

- **e156** spell further homophones
- **e157** spell words that are often misspelt (English Appendix 1)
- **e158** place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Writing - vocabulary, grammar and punctuation LKS2

- **e177** extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- **e179** choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- **e181** using fronted adverbials
- **e184** using commas after fronted adverbials
- **e185** indicating possession by using the possessive apostrophe with plural nouns

Writing - handwriting LKS2

COMMUNICATION AND LANGUAGE

LKS2

- **fl1** I can understand what is being said to me and respond correctly
- **fl2** I can sing songs and say poems in another language and know what the words mean
- **fl3** I can have a conversation including asking and answering questions
- **fl3.1** I can express my own and understand others' opinions
- **fl3.2** I can ask for clarification of information or for help
- **fl6** I can communicate and be understood in different situations
- **fl11** I can speak and write about everyday life
- **fl12** I know that some words are governed by gender

- **sl13** listen and respond appropriately to adults and their peers
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl16** articulate and justify answers, arguments and opinions
- **sl18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **sl20** speak audibly and fluently with an increasing command of Standard English
- **sl21** participate in discussions, presentations, performances, role play, improvisations and debates

PSED & RELIGIOUS EDUCATION

PSED Developing good relationships and respecting the differences between people LKS2

- **pr28** Empathise with the lives of people living in other places and times, and people with different values and customs.
- **pr29** Realise the nature and consequences of negative behaviour.
- **pr30** Able to identify strategies to respond to negative behaviour constructively and ask for help.

- **rf27** Discuss their own and others' religious beliefs, including worship.
- **rf28** Reflect on ideas of right and wrong and others' response to them.

RE - Learning From Religion LKS2

- **rf25** Response to the challenges of commitment in their own views and in religious traditions.
- **rf26** Identify how commitment to a religion is shown in a variety of ways.

Learning About Religion LKS2

- **ra26** Describe aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra27** Describe the variety of practices and ways of life in religions.
- **ra28** Identify and describe the similarities in religions.
- **ra29** Investigate the significance of religion in the local and national communities.
- **ra31** Understand the importance of religious expression.

Invaders and Settlers: Vikings! (Y4T2) - Stage Coverage

UNDERSTANDING THE WORLD

Working scientifically **LKS2**

- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
- **sc33** setting up simple practical enquiries, comparative and fair tests
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc37** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- **sc40** using straightforward scientific evidence to answer questions or to support their findings.

Sound **LKS2**

- **sc70** identify how sounds are made, associating some of them with something vibrating
- **sc71** recognise that vibrations from sounds travel through a medium to the ear
- **sc72** find patterns between the pitch of a sound and features of the object that produced it
- **sc73** find patterns between the volume of a sound and the strength of the vibrations that produced it
- **sc74** recognise that sounds get fainter as the distance from the sound source increases.

Location knowledge **LKS2**

- **ge27** locate the world's countries, using maps to focus on Europe (including the location of Russia)

LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi20** They should note connections, contrasts and trends over time
- **hi23** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources
- **hi51** a local history study For example:

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- **m127** solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

LKS2

- **co14** design, write and debug programs, controlling or simulating physical systems
- **co15** solve problems by decomposing them into smaller parts
- **co16** use sequence in programs
- **co17** use selection in programs
- **co24** use search technologies effectively
- **co29** use technology safely, respectfully and responsibly
- **co30** recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

PHYSICAL EDUCATION

LKS2

- **pe6.1** develop flexibility, strength, technique, control and balance, for example gymnastics
- **pe7** perform dances using a range of movement patterns

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad10** to create sketch books to record their observations and use them to review and revisit ideas
- **ad11** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- **ad14** to improve their mastery of art and design techniques, including sculpture with a range of materials including clay.
- **ad15** about great artists, architects and designers in history.

Design **LKS2**

- **dt25** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- **dt26** use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups

Make **LKS2**

- **dt32** select from and use a wider range of tools and equipment to perform practical tasks
- **dt33** use a wider range of tools and equipment to perform practical tasks accurately
- **dt35** select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately

LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu12** play musical instruments with increasing accuracy
- **mu13** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression
- **mu16** listen with attention to detail and recall sounds with increasing aural memory
- **mu19** appreciate a wide range of high-quality live and recorded music
- **mu20** understand music drawn from different traditions

LITERACY

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Writing - handwriting **LKS2**

- **e161** use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- **e162** increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

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COMMUNICATION AND LANGUAGE

LKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl2** explore the patterns and sounds of language through songs and rhymes
- **fl3** engage in conversations; ask and answer questions
- **fl3.1** engage in conversations and express opinions and respond to those of others
- **fl3.2** engage in conversations and seek clarification and help
- **fl6** present ideas and information orally to a range of audiences
- **fl11** describe people, places, things and actions orally and in writing
- **fl12** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms
- **sl13** listen and respond appropriately to adults and their peers
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl16** articulate and justify answers, arguments and opinions
- **sl18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
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