



Teacher: Edix

MATHEMATICS AND COMPUTING

Number - number and place value LK52 m116 count in multiples of 6, 7, 9, 25 and 1000 m117 find 1000 more or less than a given number · m118 count backwards through zero to include

• m119 recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and m120 order and compare numbers beyond 1000

• m121 identify, represent and estimate numbers using different representations m122 round any number to the nearest 10, 100 or

• m123 solve number and practical problems that involve all of the above and with increasingly large positive numbers

· m124 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.

· 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

· 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)

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 · ad13 I can show examples of painting with different kinds of paint • ad15 I can talk about some famous artists,

architects and designers from the past

mull I can sing in a group, or on my own, with expression, awareness of others and in tune

· mul2 I can play instruments with accuracy and

· 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

· mu21 I can talk about some famous composers and musicians and express my opinions of their music using appropriate vocabulary

UNDERSTANDING THE WORLD

Working scientifically LK52

comparative and fair tests

sc31 During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

· sc32 asking relevant questions and using different types of scientific enquiries to answer them sc33 setting up simple practical enquiries.

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 sc35 gathering, recording, classifying and presenting data in a variety of ways to help in

answering questions sc38 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Electricity LKS2

sc75 identify common appliances that run on

 sc76 construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers sc77 identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

• sc78 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • sc79 recognise some common conductors and insulators, and associate metals with being good conductors.

Core Skills across the Key Stage LKS2 • hi18 I can place events, people and changes into correct periods of time (British, local and world

· hi19 I can describe key features and events in the periods and societies I have studied · hi20 I can recognise similarities and differences

between periods of time • hi21 I can use a range of appropriate historical vocabulary including abstract terms such as

'empire' or peasantry' · hi22 I can ask and answer questions about change and cause and effect

· hi23 can ask and answer questions about similarities and differences and their significance • hi45 I have studied the conflict in Britain up to the time of Edward the Confessor

This term, Year 4 will be looking at Place Value. hall be looking at what each digit of the number represents as well being able to use this knowledge to round to the nearest 10, 100 and 1000 and find 1000 more or less. We will be able to estimate umbers and count back through zero to begin exploring negative numbers. In addition to this, we shall be looking at Roman Numerals including where we might see them and the concept of 0.

Computing
In Computing, we are going to be designing our own educational game which will involve deciding our own questions and what will happen to the user if they get the answer right or wrong.

We shall be looking at how we can create an algorithm and how we can debug the programme to make it better for users.

English
In English, for our fiction this term, we shall be looking at a mythical story.
Our story is called 'How to train your dragon' by Cressida Cowell.
The story explores a young Viking's adventure to be part of a clan!
We shall firstly be writing our own mythical story about trying to
catch our own dragon!
We will be looking at similes, adverbials and personification as means of
creating an interesting story for the readers.

For our non-fiction topic, we will be writing a non-chronological report about mythical creature and giving the reader some tips on what they eat, where they leave and how to look after them properly!

In Art, Year Four are going to be looking at traditional Islamic art which looks at using patterns. The children will firstly use patterns and designs from artists and then gradually design their own patterns and drawings using the traditional colours.

In Music, Year Four will be exploring the music of ABBA through the song 'Mamma Mia'. They will be able to listen and evaluate the songs by discussing what they do and don't like about.

Also, they will be able to perform it from memory and use instruments to add their own perspective to it.

Science
In Science this term, Year Four will be looking at electricity. We will start by looking at what electricity is and become more familiar

electrical appliances which we use everyday.

We will be making simple circuits and understanding what a circuit needs to We will be able to recognise what switch, buzzer and motor does.

We shall begin to examine some common conductors and insulators. and associate metals with being good conductors and also learn what makes effective insulator.

In History over the next two terms, we are focusing on Anglo-Saxons and Vikings and how these two civilisations came to invade and settle in Great Britain. We will be looking at the similarities and differences between the two groups and causes for their invasions

We shall be understanding where they came from, examining the routes that the groups took to arrive in Britain and where they settled. .We will also be learning about the beliefs and rituals of the people as well everyday lifestyles of them and the Kings of the settlements.

This year, we will be building on our previous knowledge that we learnt in Year 3. We shall continue to speak and write simple words and become more speaking French to others. We will learn French songs and will be able to answer questions to help our communication.

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

Our RE topic we will be focusing on this year is Islam. This term we will look the Qur'an, how Muslims pray and other rituals that Muslims use. We will be able to describe what a Muslim way of life is like, including being able to explain the 5 prayers a day.

In addition to this, we will look at why Muslims have 99 "Beautiful Names" for Allah and understand their meanings

In PE this term the children will be continuing with their DanceFit on a Wednesday and they will be learning through games in their second lesson In games they will be focusing on invasion games, developing throwing and catching skills as well as introducing tactics and strategies.

Invaders and

Settlers -

Anglo-Saxons

and Vikings!

(Y4T1)

Harvest festival SMSC

RE

Assemblies

PSHE

Class Charter

Circle Time

English

OUTDOOR LEARNING

We shall be using outdoor space to:

Look for patterns for our art work Conduct science experiments and observations PSHE activities surrounding relationships

RRSA We have created a Class Charter looking at rights and responsibilities

CBBC news round We will oe watching globa news

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

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

Reading - comprehension LK52

· e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

• e139 reading books that are structured in different ways and reading for a range of purposes • e141 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

• e144 discussing words and phrases that capture the reader's interest and imagination

• 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

· e150 predicting what might happen from details stated and implied

Writing - transcription - Spelling LKS2 • e155 use further prefixes and suffixes and understand how to add them (English Appendix 1) · 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 - 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

• 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].

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) • e169 in narratives, creating settings, characters

• e172 assessing the effectiveness of their own and others' writing and suggesting improvements • e174 proof-read for spelling and punctuation

Writing - vocabulary, grammar and punctuation

• e177 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • e180 using conjunctions, adverbs and prepositions

to express time and cause e181 using fronted adverbials

· e184 using commas after fronted adverbials

· e186 using and punctuating direct speech

COMMUNICATION AND LANGUAGE

• 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

• fl5 I can pronounce words correctly so that I am understood

• 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

· sl14 ask relevant questions to extend their understanding and knowledge

· sl16 articulate and justify answers, arguments and

· 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

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.

RE - Learning From Religion LK52

· 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.

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

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.

· ra29 Investigate the significance of religion in the local and national communities. · ra31 Understand the importance of religious expression.

PHYSICAL EDUCATION

• pe7 I can respond to music to create and perform

LKS2

Invaders and Settlers - Anglo-Saxons and Vikings! (Y4T1) - Stage

UNDERSTANDING THE WORLD

Working scientifically LKS2

- sc31 During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- 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
 sc35 gathering, recording, classifying and presenting data in a variety of ways to help in
- sc38 using results to draw simple conclusions,
 make predictions for new values, suggest
 improvements and raise further questions

Electricity LKS2

- sc75 identify common appliances that run on electricity
- sc76 construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- sc77 identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
 sc78 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- sc79 recognise some common conductors and insulators, and associate metals with being good conductors.

LKS2

- hi18 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- hi19 Pupils should continue to establish clear narratives within and across the periods they study.
 hi20 They should note connections, contrasts and trends over time
- **hi21** They should develop the appropriate use of historical terms.
- hi22 They should regularly address and sometimes devise historically valid questions about change and cause,
- hi23 They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- hi45 the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

MATHEMATICS AND COMPUTING

- Number number and place value LKS2
 m116 count in multiples of 6, 7, 9, 25 and 1000
- m117 find 1000 more or less than a given number
 m118 count backwards through zero to include
- m118 count backwards through zero to include negative numbers
- m119 recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- m120 order and compare numbers beyond 1000
 m121 identify, represent and estimate numbers
- m121 identify, represent and estimate numbers using different representations
- m122 round any number to the nearest 10, 100 or 1000
 m123 solve number and practical problems that
- involve all of the above and with increasingly large positive numbers
 m124 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.

- 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

PHYSICAL EDUCATION

LKS2

- pe5 play competitive games, modified where
- pe5.1 play competitive games and apply basic principles suitable for attacking and defending
- pe7 perform dances using a range of movement patterns

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,

EXPRESSIVE ARTS AND DESIGN

- ad13 to improve their mastery of art and design techniques, including painting with a range of materials.
- ad15 about great artists, architects and designers in history.

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
- mu21 appreciate some great composers and musicians

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

LITERACY

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

- e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- e139 reading books that are structured in different ways and reading for a range of purposes
- e141 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- e144 discussing words and phrases that capture the reader's interest and imagination
- 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 evidencee150 predicting what might happen from details

Writing - transcription - Spelling LKS2

- e155 use further prefixes and suffixes and
- understand how to add them (English Appendix 1)
 e156 spell further homophones
- e157 spell words that are often misspelt (English

stated and implied

- 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 - 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].

Writing - composition LKS

- e164 discussing writing similar to that which they are planning to write in order to understand and learn from its attracture, weeklylary and grammer.
- 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)
- e169 in narratives, creating settings, characters and plot
 e172 assessing the effectiveness of their own and
- others' writing and suggesting improvements
 e174 proof-read for spelling and punctuation errors

Writing - vocabulary, grammar and punctuation

- e177 extending the range of sentences with more than one clause by using a wider range of
- conjunctions, including when, if, because, although
 e180 using conjunctions, adverbs and prepositions to express time and cause
- e181 using fronted adverbials
- e184 using commas after fronted adverbials
- e186 using and punctuating direct speech

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
- through songs and rhymes
 fl3 engage in conversations; ask and answer
- fl3.1 engage in conversations and express opinions
- and respond to those of others
 fl5 develop accurate pronunciation and intonation
- so that others understand when they are reading aloud or using familiar words and phrases
- fl11 describe people, places, things and actions orallyand 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
- sI16 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

- 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

PSED & RELIGIOUS EDUCATION

- 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.

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.

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

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.
- ra29 Investigate the significance of religion in the local and national communities.
- ra31 Understand the importance of religious expression.

