

YEAR 4	Autumn		Spring		Summer	
English	<p>Fiction Stories about imaginary worlds. Stories by the same author(Roald Dahl)</p> <p>Non-fiction Explanation – science writing Non-chronological report – rich and poor Egyptians</p> <p>Poetry Creating images(similes and metaphors) Poet study (Roald Dahl)</p>		<p>Fiction Stories from other cultures. Fables - The Boy Who Cried Wolf - linked to parable work in R.E.</p> <p>Non-fiction Information texts- Countries around the world linked to stories from other cultures. Persuasive writing – advertising campaign.</p> <p>Poetry Haikus,Tankas and Cinquans Poems to learn by heart – poems from different cultures</p>		<p>Fiction Shakespeare (Macbeth) Stories and drama (Macbeth)</p> <p>Non-fiction Chronological reports – Henry VIII's wives Instructions – Tudor Houses Recount – seaside trip</p> <p>Poetry List poems – Tudor linked Kennings. Performance poems.</p>	
Maths	<p>Number Place value</p> <p>Addition and subtraction facts to 100 mental addition and subtraction (2 digits) Formal written methods</p> <p>Multiplication and division Multiplication facts Multiplying by 10, 100 Written methods</p> <p>Fractions Fractions of shapes Equivalent fractions</p> <p>Measures Convert units of measurements Estimate</p> <p>Time Relationship between units of time Reading the time</p> <p>Money Solve 1 and 2 step problems</p> <p>Geometry – properties of shape Sort and describe properties</p> <p>Statistics Bar charts</p>	<p>Number Rounding</p> <p>Addition and subtraction Using the inverse Formal written methods with exchanging</p> <p>Multiplication and division Multiplication facts Written methods Scaling problems</p> <p>Fractions Add and subtract fractions</p> <p>Measures Scales</p> <p>Money Solve 1 and 2 step problems</p> <p>Statistics Interpreting data</p>	<p>Number Negative numbers Number sequences Compare and order</p> <p>Addition and subtraction mental addition and subtraction (2 digits to 3 digits) Estimating by rounding Formal written methods</p> <p>Multiplication and division Multiplication facts Multiples, factors and products Scaling problems</p> <p>Fractions Equivalent fractions Compare and order</p> <p>Measures Compare and order</p> <p>Time 24 hour clock</p> <p>Money Solve 1 and 2 step problems using rounding</p> <p>Geometry – properties of shape Symmetry</p> <p>Geometry – direction and movement Coordinates</p> <p>Statistics Pictograms</p>	<p>Number Roman numerals</p> <p>Addition and subtraction Using the inverse2 step problems including with money</p> <p>Multiplication and division Multiplication facts Mental multiplication Formal written multiplication methods Using the inverse</p> <p>Fractions Decimals and fractions equivalence Compare and order decimals</p> <p>Measures Perimeter</p> <p>Time 24 hour clock</p> <p>Money Solve 1 and 2 step problems using rounding</p> <p>Geometry – properties of shape Angles</p> <p>Statistics Tables</p>	<p>Number Negative and positive numbers Compare, order and identify missing numbers Decimal places</p> <p>Addition and subtraction Mental addition and subtraction to 1000</p> <p>Multiplication and division Multiplication facts to 12x12 Remainders</p> <p>Fractions Making a whole Rounding decimals</p> <p>Measures Area</p> <p>Time Problem solving</p> <p>Money Solve 1 and 2 step problems to 2 decimal places</p> <p>Geometry – properties of shape Symmetry</p> <p>Geometry – direction and movement Translation</p> <p>Statistics Discrete and continuous data Line graphs</p>	<p>Number Decimal places</p> <p>Addition and subtraction Problem solving using money</p> <p>Multiplication and division Formal written division methods Solve 1 and 2 step problems</p> <p>Fractions Equivalence Problem solving</p> <p>Measures Compare and order lengths with decimal notation</p> <p>Time Problem solving</p> <p>Money Solve 1 and 2 step problems to 2 decimal places</p> <p>Statistics Discrete and continuous data Line graphs</p>
Themed Learning	<p align="center">The Curse of the Mummy</p> <p>History Plot events on a timeline using centuries. Use maths skills to round up time differences into centuries and decades. Explain how the lives of wealthy people were different from poor. Explain how historic items and artefacts can be used to help build up a picture of life in the past. Explain how an event from the past has shaped our life today.</p> <p>DT - Mouldable materials (Egyptian mummies using mod-rock or clay and make Canopic jars) Use ideas from other people when I am designing. I can persevere and adapt my work when my original ideas do not work. I can use ideas from other people when I am designing. I can produce a plan and explain it. I can evaluate and suggest improvements for my designs. I can evaluate products for both their purpose and appearance. I can explain how I have improved my original design. I can present a product in an interesting way.</p> <p>Cooking I know how to be both hygienic and safe when using food.</p>		<p align="center">Let's explore the World</p> <p>Geography – The UK and beyond. I can carry out research to discover features of villages, towns or cities. I can plan a journey to a place in England. I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). I can explain why people may be attracted to live in cities. I can explain why people may choose to live in one place rather than another. I can locate the Tropic of Cancer and Tropic of Capricorn. I can explain the difference between the British Isles, Great Britain and the United Kingdom. I know the countries that make up the European Union. I can find at least six cities in the UK on a map. I can name and locate some of the main islands that surround the United Kingdom. I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.</p> <p>DT – Cereal boxes I can evaluate products for both their purpose and appearance. I can use ideas from other people when</p>		<p align="center">The Tudors – Terrible or Terrific?</p> <p>History Research two versions of an event and explain how they differ. Research what it was like for children in a given period of history and present my findings to an audience. I can plot events on a timeline using centuries.</p> <p>DT - Tudor Houses Stiff, flexible materials and Structures (Tudor Houses)</p> <p>Cooking I know how to be both hygienic and safe when using food. I can measure accurately.</p> <p>Art Show facial expressions and body language in sketches and paintings. Show reflections in art. Experiment with the styles used by other artists. Explain some of the features of art from an historical period.</p> <p>Science Growth & Reproduction. I can group living things in different ways.</p>	

	<p>I can measure accurately.</p> <p>Art Sculpt clay and other mouldable materials. I can explain some of the features of art from historical periods. I can use line, shading, tone, shape and colour to represent figure and forms in movement.</p> <p>Science Sound I can describe how sound is made. I can explain how sound travels from a source to our ears. I can explain the place of vibration in hearing. I can explore the correlation between pitch and the object producing a sound. I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it. I can describe what happens to a sound as it travels away from its source.</p> <p>Electricity I can identify and name appliances that require electricity to function. I can construct a series circuit. I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). I can draw a circuit diagram. I can predict and test whether a lamp will light within a circuit. I can describe the function of a switch in a circuit. I can describe the difference between a conductor and insulators; giving examples of each.</p>	<p>I am designing. I can produce a plan and explain it. I can evaluate and suggest improvements for my designs. I can evaluate products for both their purpose and appearance. I can explain how I have improved my original design. I can present a product in an interesting way.</p> <p>Cooking I know how to be both hygienic and safe when using food. I can measure accurately.</p> <p>Art I can print onto different materials using at least four colours. I can integrate my digital images into my art.</p> <p>Science States of Matter (solids, liquids, gases) I can group materials based on their state of matter (solid, liquid, gas). I can describe how some materials can change state. I can explore how materials change state. I can measure the temperature at which materials change state. I can describe the water cycle. I can explain the part played by evaporation and condensation in the water cycle.</p> <p>Digestion I can identify and name the parts of the human digestive system. I can describe the functions of the organs in the human digestive system.</p>	<p>I can use classification keys to group, identify and name living things. I can create classification keys to group, identify and name living things (for others to use). I can describe how changes to an environment could endanger living things. I can use food chains to identify producers, predators and prey. I can construct food chains to identify producers predators and prey.</p> <p>SMSCE Growing and Changing. Human life cycle. Body parts needed to make a baby. Sex and how babies are made. Safe/unsafe touching. "Living and Growing" DVD programmes 5 & 6. Making choices. Alcohol. Informed choice. Smoking.</p>
Discrete Learning	<p>PE - Swimming</p> <p>RE Sikhism / Christmas</p> <p>Computing I can experiment with variables to control models. I can give an on-screen robot specific instructions to take them from A to B. I can make an accurate prediction and explain why I believe something will happen (linked to programming). I can de-bug a program.</p> <p>Music I can identify the character in a piece of music. I can identify and describe the different purposes of music. I can begin to identify the style of work of Beethoven, Mozart and Elgar.</p> <p>SMSCE Keeping safe. What to do in an emergency. Can we recognise "bad" people? Internet safety. Feelings and Relationships. Different feelings. Assertiveness. Different family roles. Belonging.</p> <p>MFL - Spanish Speaking</p> <ul style="list-style-type: none"> I can name and begin to describe people, places and objects. I can have a short conversation saying 2-3 things. I can give a response using a short phrase. I am starting to speak in sentences. <p>Reading</p>	<p>PE Gymnastics I can work in a controlled way. I can include change of speed and direction. I can include a range of shapes. I can work with a partner to create, repeat and improve a sequence with at least three phases.</p> <p>Dance I can take the lead when working with a partner or group. I can use dance to communicate an idea.</p> <p>Games Catch with one hand. Throw and catch accurately. Hit a ball accurately with control. Keep possession of the ball. Vary tactics and adapt skills depending on what is happening in a game.</p> <p>RE Jesus the Teacher / Easter</p> <p>Computing I can select and use software to accomplish a given goals. I can collect and present data. I can produce and upload a pod cast.</p> <p>Music I can use notation to record and interpret sequences of pitches. I can use notation to record compositions in a small group or on my own. I can improvise using repeated patterns.</p> <p>SMSCE Keeping safe. What to do in an emergency. Can we recognise "bad" people? Internet safety. Feelings and Relationships. Different feelings. Assertiveness.</p>	<p>PE Dance Take the lead when working with a partner. Use dance to communicate an idea.</p> <p>Athletics Run over a long distance. Sprint over a short distance. Throw in different ways. Hit a target. Jump in different ways.</p> <p>Outdoor and adventurous Follow a map. Follow a route with a time limit.</p> <p>RE Get to know Ganesh Christianity</p> <p>Computing - Digital literacy I recognise acceptable and unacceptable behaviour using technology.</p> <p>Music I can explain why silence is often needed in music and explain what effect it has. I can perform a simple part rhythmically. I can sing songs from memory with accurate pitch.</p> <p>MFL- Spanish Speaking</p> <ul style="list-style-type: none"> I can name and begin to describe people, places and objects. I can have a short conversation saying 2-3 things. I can give a response using a short phrase. I am starting to speak in sentences. <p>Reading</p>

	<ul style="list-style-type: none"> • I can read and understand a short passage using familiar language. • I can explain the main points in a short passage. • I can use a bilingual dictionary or glossary to look up new words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write phrases from memory. • I can write 2-3 short sentences on a familiar topic (with support). • I can say what I like/dislike about a familiar topic. 	<p><i>Different family roles. Belonging.</i></p> <p><u>MFL- Spanish</u></p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • I can name and begin to describe people, places and objects. • I can have a short conversation saying 2-3 things. • I can give a response using a short phrase. • I am starting to speak in sentences. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I can read and understand a short passage using familiar language. • I can explain the main points in a short passage. • I can use a bilingual dictionary or glossary to look up new words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write phrases from memory. • I can write 2-3 short sentences on a familiar topic (with support). • I can say what I like/dislike about a familiar topic. 	<ul style="list-style-type: none"> • I can read and understand a short passage using familiar language. • I can explain the main points in a short passage. • I can use a bilingual dictionary or glossary to look up new words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write phrases from memory. • I can write 2-3 short sentences on a familiar topic (with support). • I can say what I like/dislike about a familiar topic.
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