



Year: 4 Term: Spring 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English <i>Leaf</i> Information texts	KS1 <u>Information texts</u> Speaking & Listening: Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Articulate and justify answers, arguments and opinions. Reading: Being introduced to non-fiction books that are structured in different ways. Identifying main ideas drawn from more than one paragraph and summarising these. Writing: Writing for different purposes. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures.	<u>Information texts</u> Speaking & Listening: Participate in discussions, improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Reading: Identifying how language, structure, and presentation contribute to meaning. Writing: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Using conjunctions, adverbs and prepositions to express time and cause. Organising paragraphs around a theme. In non-narrative material, using simple organisational devices.	<u>Information texts</u> 1. Compare/contrast examples of information texts and use evidence to support. 2. Identify key language features and elements used to inform. 3. Produce an information text using careful language choices, combining words to inform the reader.
	<u>Outsider narrative</u> Speaking & Listening: Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	<u>Outsider narrative</u> Speaking & Listening: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	<u>Outsider narrative</u> 1. Read a story with an outsider. Explore organisation of the story and research background information. Make predictions about how the main characters will act. 2. Identify the features of stories featuring outsiders. Devise questions to ask that character.

	<p>Reading: Increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Discussing words and phrases that capture the reader's interest and imagination. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Writing: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. In narratives, creating settings, characters and plot. Proposing changes to grammar and vocabulary to improve consistency.</p>	<p>Reading: Increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Discussing words and phrases that capture the reader's interest and imagination. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Writing: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. In narratives, creating settings, characters and plot. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Using and punctuating direct speech</p>	<p>Interview characters, to explore their motives and behaviour. Make deductions based on evidence from the text and respond imaginatively.</p> <p>3. Explore different types of talk (formality). Plan, draft, edit and review. Produce a story based on an outsider, applying all the learning from this block.</p>
<p><u>Maths</u></p> <p>Multiplication and division</p>	<p>Y3 <u>Multiplication and division</u> • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p><u>Multiplication and division</u> • 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, 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><u>Multiplication and division</u></p> <ol style="list-style-type: none"> 1. Explore and use factor pairs, working systematically to find all factors. 2. Multiply and divide by 10 and 100 recognising the movement of digits on a place value chart. 3. Multiply or divide a 2 or 3 digit number by a 1 digit number. 4. Make decisions regarding the most efficient or appropriate methods to use in a range of contexts.

Measurement	<p><u>Measurement</u> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes.</p>	<p><u>Measurement</u> Convert between different units of measure Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares.</p>	<p><u>Measurement</u> 1. Convert between different units of measure Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. 2. Find the area of rectilinear shapes by counting squares.</p>
<p><u>Science</u></p> <p>States of Matter</p>	<p>Y1&2 - Working Scientifically:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. <p>Y2- Uses of Everyday Materials</p> <ul style="list-style-type: none"> - Identify and compare the suitability of a variety of everyday materials for particular uses. 	<p>Compare and group materials together, according to whether they are solids, liquids or gases.</p>	<ol style="list-style-type: none"> 1. Compare and group materials according to whether they are solids, liquids or gases. 2. Investigate solids and their properties. 3. Investigate liquids and their properties. 4. Investigate gases and their properties.
<p><u>History</u></p> <p>The Romans – Invaders and Settlers</p>	<p>KS1 – Explore events beyond living memory that are significant nationally or globally.</p> <ul style="list-style-type: none"> - Study lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods. - Identify significant historical events, people and places in their own locality. <p>KS2 – Recognise changes in Britain from the Stone Age to the Iron Age.</p>	<p>Understand the terms invade and settle, placing the Romans on a timeline.</p> <p>Find out why and how the Romans invaded Britain.</p> <p>Discover life in Britain when the Romans invaded.</p> <p>Explore who Boudica was from different points of view.</p> <p>Investigate Boudica’s revolt.</p> <p>Discuss life in Roman Britain and how the Roman’s have influenced our lives.</p>	<ol style="list-style-type: none"> 1. Chn will define the terms invade and settle and think about how and when the Romans came to Britain. 2. Chn will learn about the Roman army and invasion of Britain. 3. Chn will discover more about the Celts and their way of life. 4. Chn will explore the life of Boudica from different viewpoints. 5. Chn will learn about Boudica’s revolt and consider their views and opinions of her actions. 6. Chn will discuss life in Roman Britain including roads, construction, baths and entertainment. Chn will also consider the Roman impact on Britain today.
<p><u>Art</u></p> <p>Jewellery designers</p>	<p>KS1 – Design & Technology</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	<p>Explore the history of jewellery.</p> <p>Investigate gemstone uses in jewellery and their locations.</p>	<ol style="list-style-type: none"> 1. Chn will explore jewellery from early civilizations and ancient times. 2. Chn will identify a variety of gemstones and their uses in jewellery.

	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining].</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate and explore a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p>	<p>Explore jewellery designers from a range of companies.</p> <p>Identify a range of design techniques and materials used.</p> <p>Design and create their own piece of jewellery using a range of materials and methods.</p>	<ol style="list-style-type: none"> 3. Chn will investigate the history of Tiffany and their pendants using polymer clay. 4. Chn will explore Bulgari bracelets and explore 3 different methods of bracelet making. 5. Chn will explore Van Cleef & Arpels brooches, designing and creating their own brooch badge. 6. Chn will design and create their own pieces from a jewellery range, considering design materials and methods and evaluation.
<p><u>Computing</u></p> <p>Logo</p>	<p>KS1</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<ol style="list-style-type: none"> 1. To learn the structure of the 2. language of 2Logo. 3. To input simple instructions in 2Logo. 4. To use 2Logo to create letter shapes. 5. Use the Repeat command in 2Logo to create shapes. 6. To use and build procedures in 2Logo.
<p><u>RE</u></p> <p>The Church</p>	<p>EYFS - My special places: Visiting the church and talking about why the church is special.</p> <p>Y2 - The Church: Give the children an understanding of 'Church' as a place and as a body of people.</p>	<p>Identify parts of the Church building (compare to the Mosque)</p> <p>Explore Churches through time and around the world.</p> <p>Recognise Church denominations</p> <p>Investigate the Liturgical year including colours and symbolism.</p> <p>Visit to Chapel of Toxteth / Mount Carmel note similarities / differences.</p> <p>Explore Church communities.</p>	<ol style="list-style-type: none"> 1. Chn will explore images of places of worship from different religions around the world. 2. Using biblical text, explore the idea of the Church as people and not a building. 3. Chn will explore Christian guidance on how to live out these values. 4. Chn will create a timeline of Church through the time/around the world. 5. Chn will learn about similarities/differences of Churches of different Christian denominations.

			6. Chn will investigate the liturgical year including colours and symbolism. 7. Chn will explore Church communities and what it means to belong to a Church.
<u>PSHE</u> Financial Education	<u>Living in the wider world:</u> Know about where money comes from, keeping it safe, and the importance of managing it effectively.	<u>Living in the wider world:</u> Know about where money comes from, keeping it safe, and the importance of managing it effectively. Understand the part that money plays in people's lives.	1. Chn will understand some of the ways to manage money 2. Chn will recognise how using a bank account keeps money safe and can help them save. 3. Chn will know how to keep track of their money, and set and stick to a budget. 4. Chn will make simple choices based on value for money when purchasing. 5. Chn will become aware of scams and fraud and know some ways to protect themselves from it.
<u>Music</u> Playing in a band	KS1 - Play tuned and detuned instruments musically. - Listen with concentration and understanding to a range of high-quality live and recorded music. - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	1. Listen and Respond Activity. 2. Learn to Sing the Song Activity. 3. Play your Instruments with the Song Activity. 4. Composing and Improvising (KS2 composition options include Compose with the Song, create a Graphic Score, Compose with a Theme, Music Notepad and Quick beats) 5. Perform the Song
<u>PE</u> Swimming	KS1 – - Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. - Perform safe self-rescue in different water-based situations.	KS2 – - Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. - Perform safe self-rescue in different water-based situations.	Chn will develop their water confidence and proficiency in a range of strokes over a distance of at least 25m. Chn will take part in water safety sessions. Led by Lifestyles Swimming instructors.