



Year 4
Term: Autumn 1

Subject	Prior Skills/Knowledge/language	New skills	Planning
English Setting description Newspaper report	<u>Setting descriptions</u> Speaking & Listening: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Reading: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Discussing their favourite words and phrases. Writing: Writing narratives about personal experiences and those of others (real and fictional). Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Expanded noun phrases to describe and specify [for example, the blue butterfly]. <u>Newspaper reports</u> Speaking & Listening: Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge.	<u>Setting descriptions</u> Speaking & Listening: Use relevant strategies to build their vocabulary. Give well-structured descriptions, explanations and narratives for different purposes. Reading: Identifying themes and conventions in a wide range of books. Discussing words and phrases that capture the reader's interest and imagination. Writing: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organising paragraphs around a theme. In narratives, creating settings. Using fronted adverbials. <u>Newspaper reports</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.	Vehicle Text – The Whale <u>Week 1-4: Setting Description.</u> 1. Immersion in the vehicle text, developing questions and creating predictions. 2. Consider language choices and the effect on the reader. 3. Familiarisation with setting description language features and structures. 4. Plan, write and edit a setting description with a change in atmosphere. <u>Week 5-7: Newspaper Report.</u> 5. Enjoy, explore and respond to the newspaper reports, collecting key ideas and language. 6. Analyse the structure and language features of a newspaper report. 7. Plan, write and edit a newspaper report on the sighting of an alternative marine mammal.

		<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. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. In non-narrative material, using simple organisational devices.</p>	
<p>Maths</p> <p>Place value</p> <p>Addition and subtraction</p>	<p><u>Place Value</u> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) -Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representation. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas.</p> <p><u>Addition and subtraction</u> Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and ten, a three-digit number and hundred and add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>Count in multiples of 6, 7, 9, 25 and 1,000 Find 1,000 more or less than a given number Count backwards through 0 to include negative numbers Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s) Order and compare numbers beyond 1,000 Identify, represent and estimate numbers using different representations Round any number to the nearest 10, 100 or 1,000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.</p>	<p><u>Place Value:</u> 1. Recognise place value in four-digit numbers 2. Find 1000 more/less – round to 10, 100, 1000. 3. Identify, estimate and represent numbers. 4. Count backwards – negative numbers. Order/compare four-digit numbers. Read Roman numerals.</p> <p><u>Addition and subtraction:</u> 5-6. Add/subtract up to four-digit numbers using formal methods of column addition/subtraction.</p>
<p>Science</p> <p>Animals including</p>	<p>Identify similarities and differences in relation to places, animals, objects, materials and living things. Asking simple questions and recognising that they</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what</p>	<p>1. Types of nutrition – children will look at the types of nutrition animals and humans need and where this nutrition comes from. 2. Amount of nutrition - Children will</p>

humans	<p>can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p>	<p>they eat.</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>examine the amount of nutrition that is required in order to lead full and healthy lifestyles.</p> <p>3. Types of skeleton – Children will examine the human skeleton in detail and come to compare it to skeletons of other animals, looking closely at similarities and differences between the two.</p> <p>4. Naming bones – Children will come to know and name key bones of the human body and will be able to identify and name these on diagrams of the human body.</p> <p>5. Functions of a skeleton – Children will understand the importance of bones and the role of these in relation to our basic functions and needs.</p> <p>6. Muscles – Finally children will learn about the key role muscles play in our function and physical performance, understanding the relationship between muscle function and physical fitness.</p>
History Ancient Greeks	<p>Using common words and phrases relating to the passing of time.</p> <p>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Study of Greek life and achievements and their influence on the western world.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical in-formation.</p> <p>Understand how our knowledge of the past is formed with a range of sources.</p>	<p>1. Learn about Greece and place the ancient Greek civilisation in time.</p> <p>2. Learn about the differences between Athens and Sparta and to understand the term ‘democracy’.</p> <p>3. Ancient Greek warfare.</p> <p>4. Beliefs of the Ancient Greeks.</p> <p>5. Daily life in Ancient Greece.</p> <p>6. Impact of Ancient Greek civilisation on the modern world.</p>
RE God, David	<p>Y1 <u>God & Creation</u></p> <p>Give children the opportunity to develop their perceptions and understanding of God, providing</p>	<p>Know that David is a key figure in God’s plan for his people.</p> <p>Understand that some Christians have had to endure great struggles and persevere in</p>	<p>1. Identify values important to us.</p> <p>2. Retell stories of David and reflect on Christian values.</p> <p>3. Dramatise the sparing of Saul’s life -</p>

and the Psalms	<p>opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world.</p> <p>Y3 <u>Christmas – God with us</u> Give children the opportunity to reflect upon Christmas as a celebration of God’s presence with us 2000 years ago and now.</p>	<p>difficult circumstances to keep faith in God and follow his way. Retell stories about David. Recognise their own values and the values of others. Connect Christian values and beliefs to events and teaching in the Bible. Ask important and relevant questions. Show that they understand how the imagery of the Psalms reveals Christian beliefs about the nature of God.</p>	<p>explore the impact of faith. 4. David Vs Goliath – news report. 5. P4C – Qualities of a King. 6. Listen to, read and illustrate verses from the Psalms.</p>
Music Writing down music	<p>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.</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. Find the pulse in songs/music with confidence and clap the beat of the music accentuating the first beat of the bar. 2. Sing and play my instrument in different time signatures. 3. Recognise various notes and equivalent rests on a staff and understand their note values. 4. Sing songs in unison and in multiple parts with increasing confidence. 5. Use music explorer to compose a structured piece of music of varying length thinking about the essential ingredients that are needed in order for my composition to make musical sense. 6. Play and perform in solo or ensemble contexts with confidence.
PE Invasion games	<p>KS1 Master basic movements including running, jumping, well as developing balance, agility and co-ordination, a range of activities. Participate in team games, developing simple tactics.</p>	<p>Use running, jumping, throwing and catching in isolation and combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ol style="list-style-type: none"> 1. Practise common skills needed for invasion games 2. Use a range of techniques to move with the ball. 3. Pass and receive a football with increasing accuracy and success. 4-5. Use and understand attacking skills and strategies. 6. Use goalkeeping skills and strategies to protect a goal. Use attacking and defending skills in a game.

<p>PSHE</p> <p>Being Me in My World</p>	<p>Recognise my worth and can identify positive things about myself and my achievements.</p> <p>Face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>Understand why rules are needed and how they relate to rights and responsibilities.</p> <p>Understand that my actions affect myself and others and I care about other people's feelings.</p> <p>Make responsible choices and take action.</p> <p>Understand my actions affect others and try to see things from their points of view.</p>	<p>Know my attitudes and actions make a difference to the class team.</p> <p>Understand who is in my school community, roles they play and how I fit in.</p> <p>Understand how democracy works through the school council.</p> <p>Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them understand how groups come together to make decisions.</p> <p>Understand how democracy and having a voice benefits the school community.</p>	<ol style="list-style-type: none"> 1. Becoming a class 'team' 2. Being a school citizen 3. Rights, responsibilities and democracy 4. Rewards and consequences 5. Our learning charter 6. Owning our learning charter
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