



Year 4

Term: Autumn 2

Subject	Prior Skills/Knowledge/language	New skills	Planning
English	Refugee Narrative 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].	Refugee Narrative 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.	Vehicle Text – The Journey <u>Week 1-4: Refugee Narrative</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 the narrative features and structures. 4. Plan, write and edit a narrative with a change in location/character. <u>Week 5-7: Diary</u> 5. Enjoy, explore and respond to the diary, collecting key ideas and language. 6. Analyse the structure and language features of a diary. 7. Plan, write and edit a diary from a different perspective – e.g. as a child.
Refugee Narrative			
Diary	Diary Speaking & Listening: Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge.	Diary Speaking & Listening: Participate in discussions, improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Reading:	

		<p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Writing:</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>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>Multiplication and division</p>	<p><u>Multiplication and division</u></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>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</p> <p>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>Recall multiplication and division facts for multiplication tables up to 12×12</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers</p> <p>Recognise and use factor pairs and commutativity in mental calculations</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 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 multiples and division facts of the 3 and 6 times table. 2. Explore multiples and division facts of the 3, 6, and 9 times table. 3. Explore multiplication and division facts for the 7 times table. 4. Explore 11 and 12 times table facts. 5. Explore multiplying and dividing numbers by, 0 or itself, and multiplying 3 numbers together. 6. Revise 4 and 8 times table facts. 7. Learn to problem solve by applying known facts and scaling.
<p>Science</p> <p>Electricity</p>	<p><u>KS1</u></p> <p>Electricity is not taught as a discrete topic in KS1 however some children may have looked at which items use electricity in other curriculum areas (e.g. Toys topic in history)</p>	<p><u>Electricity</u></p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells,wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not</p>	<p><u>Electricity</u></p> <ol style="list-style-type: none"> 1. Identify common appliances that use electricity. 2. Construct a simple circuit and name the parts of the circuit. 3. Identify if a bulb will light up in a circuit. 4. Create circuit games (pzaz). 5. Recognise common conductors and

		<p>the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>insulators.</p> <ol style="list-style-type: none"> Investigate switches. Create a burglar alarm (p2az).
<p>Geography</p> <p>Climate Zones</p>	<p>Y3 - Rainforests, Food and Farming and Exploring Your Local Area</p> <ul style="list-style-type: none"> - Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map - Pupils can, with increasing accuracy, locate cities of the United Kingdom - Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian - Pupils can describe a few aspects of physical/human geography - Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently - Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key - Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies 	<ul style="list-style-type: none"> - identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle - describe and understand key aspects of: physical geography, including: climate zones - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts (Yr 4) - Round decimals with one decimal place to the nearest whole : Read, write and convert time between analogue and digital 12- and 24-hour clocks (Yr 4) 	<p><u>Climate Zones</u></p> <ol style="list-style-type: none"> Identify the different lines of latitude and explain how latitude is linked to climate Locate different climate zones and explore the differences between the Northern and Southern Hemispheres To identify the characteristics of each climate zone. Compare temperate and tropical climates Explore weather patterns within a climate zone Write a weather forecast for a typical day in your choice of climate zone

<p>RE</p> <p>Symbolism of Light</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>Know that light is used as a metaphor to describe Jesus and his impact on the world. Understand the light of Jesus brings hope in dark places. Talk with understanding about the ways in which Jesus’ followers bring his light into the world. Create light metaphors for Jesus that show understanding of Jesus actions and divinity. Ask important and relevant questions about religious experiences and beliefs. Talk with understanding about the symbolism of Jesus as light.</p>	<p><u>Symbolism of Light</u> 1. Know that Christians believe Jesus is the light of the world. 2. Tell stories about Jesus bringing light into people’s lives. 3. Talk about the lives of people who bring Jesus’ light into the world. 4. Explore artwork showing that Christians believe Jesus is the light of the world. 5. Explore songs of worship and consider the symbolism. 6. Talk about the symbolism of Jesus as light. 7. Islam: Explore Ramadan and the celebrations of Eid.</p>
<p>DT</p> <p>Torches</p>	<p><u>Year 3</u> Developing, planning and communicating ideas Generate ideas for an item considering its purpose and the user/s. Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting. Explore, develop, and communicate design proposals by modelling ideas. Make drawings with labels when designing. Evaluating processes and products Evaluate their product against the original design criteria e.g. how well it meets its intended purpose. Disassemble and evaluate familiar products. Materials: Cut materials accurately and safely by selecting appropriate tools. Select appropriate joining techniques.</p>	<p>Developing, planning and communicating ideas Generate ideas considering, the purposes for which they are designing. Make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Evaluating processes and products Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests. Materials: Measure and mark out to the nearest mm. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Electricals and electronics: Create parallel circuits.</p>	<p><u>Torches</u> 1. Evaluate different types of torches. How do they light up? How can you hold them? . 2. Apply knowledge – create circuits. 3. Skill – Learn how to create the shape of a torch and how to join materials together. 4. Design and label a torch. 5. Make a torch. 6. Evaluate the torch.</p> <p>Vocabulary: Series circuit, parallel circuit, bulb, brightness, dim, wires, battery, switch, volts, crocodile clip, connection, join, bend, cut, slot, etc...</p>

PE Gymnastics	KS1 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform movements using a range of patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	<u>Gymnastics</u> 1. Perform jumps with turns. 2. Perform a range of rolls, including teddy bear roll. 3. Perform matching and mirroring balances. 4. Perform hops and leaps. 5. Use springs to hop onto apparatus. 6. Perform a short sequence on mats.
PSHE Celebrating difference	Know why families are important. Know that everybody's family is different. Know that sometimes family members don't get along and some reasons for this. Know that conflict is a normal part of relationships. Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do. Know that some words are used in hurtful ways and that this can have consequences.	Know that sometimes people make assumptions about a person because of the way they look or act. Know there are influences that can affect how we judge a person or situation. Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying. Know what to do if they think bullying is, or might be taking place. Know the reasons why witnesses sometimes join in with bullying and don't tell anyone. Know that first impressions can change.	<u>Celebrating difference</u> 1. Understand that, sometimes, we make assumptions based on what people look like. 2. Understand what influences me to make assumptions based on how people look 3. Know that sometimes bullying is hard to spot and I know what to do if I think it is going on. 4. Problem-solve a bullying situation with others. 5. Identify what is special about me and value the ways in which I am unique. 6. Explain why it is good to accept people for who they are.
Music Playing in a band	KS1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. play tuned and untuned 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.	Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.	<u>Playing in a band</u> 1. Understand that sounds can be represented by musical symbols. 2. Sing confidently from memory, as part of a group or as a solo. 3. Use a tuned instrument to play and perform in solo or ensemble contexts. 4. Improvise by listening and responding to the music from the unit. 5. Compose a simple melody that starts and ends on the home note. 6. Play and perform as a soloist or as part of an ensemble.