

Maths

Number and place value

- Count in multiples of 6, 7, 9, 25 and 1000
- Round any number to the nearest 10, 100 or 1000
- 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
- Identify, represent and estimate numbers using different representations including measures

Multiplication and Division

- 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

Measurement

- Measure and calculate the perimeter of a rectilinear figure (including squares) in metres and centimetres.
- Find the area of rectilinear shapes by counting squares



Year 4 Autumn 2

Trips and Events

N/A

English

GPS skills

- Word classes
- Speech punctuation
- Pronouns
- Complex sentences
- Using conjunctions.

Writing genres

- Character descriptions
- Narrative
- Explanation texts

Cross Curricular Writing

- Non-chronological reports
- Recounts

Geography

Hemispheres and Tropics

- Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features with increasing accuracy.
- Recognise different shapes of continents.
- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.

History

The Ancient Greeks

- Describe a study of Ancient Greek life and achievements and their influence on the western world.
- Use historic terms related to the period of study. Begin to use broader terms such as AD/BC
- Use a variety of resources to find out about aspects of life in the past.
- Look for links and effects in time studied
- Offer a reasonable explanation for some events
- Communicate their learning in an organised and structured way, using appropriate terminology.
- Understand that sources can contradict each other. Evaluate the usefulness of sources
- Compare and contrast artefacts from a range of sources, such as photographs, objects and begin to pose questions.

Science

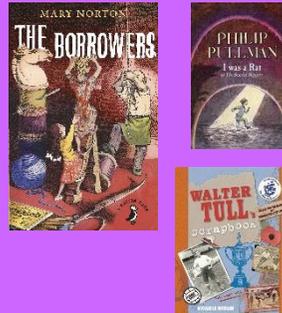
Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Recognise that sounds get fainter as the distance from the sound source increases.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.

Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests (Year 4 focus)
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 4 focus)
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 4 focus)

Key Texts



RE

Islam

- Identify and describe the core beliefs and concepts studied.
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.
- Describe how people show their beliefs in how they worship and in the ways they live.
- Identify some differences in how people put their beliefs into practice.
- Raise questions and suggest answers about how far the beliefs and practices studied might make a difference to how people think and live.
- Give reasons for the views they have and the connections they make.

PSHE

Celebrating Difference

- Identify a time when their first impression of someone changed as they got to know them.
- Explain why it is good to accept people for who they are.

MFL

French – On The Move

- Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings
- Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard
- Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately
- Write words and short phrases from memory
- Use a range of adjectives to describe things in more detail, such as describing someone's appearance.

Music

Timbre 2

- To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).
- To rehearse and perform their part within the context of the Unit song.
- To treat instruments carefully and with respect.
- Present a musical performance designed to capture the audience.
- To record the performance and say how they were feeling, what they were pleased with what they would change and why.

PE

Games – Basketball

- To master simple throwing and catching techniques (under and over arm).
- To develop and consolidate different techniques for throwing and to know when it is appropriate to use during a game scenario.
- Consistently catch a ball during the pressure of a game scenario, across multiple sports (netball, basketball, cricket, handball etc)
- Understand and follow a wider range of rules in a fair and sportsmanly / sportswomanly manner.
- To be able to change direction whilst dribble a ball across multiple sports. (basketball, football, hockey)
- Seek out space in a game scenario and use it to support team mates in a game.

An additional fitness session will form part of the PE curriculum this half term.

DT

Light box (linked to Aut 1 Science)

- Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.
- Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. cutting internal shapes, slots in frameworks, rulers, measuring tapes, pins
- Understand and use electrical systems in products (E.g. series circuits incorporating switches, bulbs, buzzers and motors).
- Evaluate their work both during production and at completion, making any adjustments as necessary.

Computing

Word Processing

- Select, use and combine a variety of software on a range of digital devices to design a range of programs, systems and content that accomplish specific goal
- With support select and use a variety of software on a range of digital devices.
- Use a range of programs to complete a task.
- To independently using a range of tools to record sound, choosing appropriate tools for the situation and purpose