

Year 4

Term 1

Crime and Punishment

English

(W1) Letter writing – Children will use this opportunity to show off their writing skills by composing a letter about themselves addressed to their new teacher.

(W2) Information text – Children will be gathering information to create a leaflet about our class animal – turtles!

(W3+4) Poetry – We will use the poem “The Highwayman” as a starting point for writing our own poetry. (SPAG opportunities to look at rhyme, rhythm and expression when reading aloud).

(W5, 6 + 7) Newspaper article – We will explore the features of a newspaper article before creating our own.

Mathematics

(W1-4) Place value

- Numbers to 1000, hundreds, tens and ones and number line to 1000 (year 3 curriculum recap)
- Partitioning
- Rounding to the nearest 10, 100 and 1000.
- Find 10, 100 and 1000 more or less
- Number line to 10,000
- Compare and order 4-digit numbers
- Count in 25s
- Negative numbers
- Roman numerals

(W5-7) Addition and Subtraction

- Add and subtract numbers up to 4 digits including exchanging
- Estimating and checking strategies

P.E

Tag Rugby

The children will be learning the skills needed to support them in playing tag rugby, including passing and receiving the ball as well as focusing on their attacking and defending skills by exploring how to work as part of a team to keep possession and score goals.

By the end of the term, pupils should be able to understand and play a game of tag rugby and use tactics appropriately.

R.E.

Creation

Creation is our focus this term and we look at the links made between Genesis 1 and what Christians believe about God and Creation. We will encourage children to ask their own questions and then to suggest answers about what might be important in the story for Christians living today and for people who are not Christian.

Science

Electricity

Children will learn how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Children will conduct a variety of experiments to investigate whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Children will learn how a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Children will also investigate which materials make good insulators and conductors and draw their own conclusions from their investigations.

Computing

We are typists

Children will learn and practise how to become touch typists, as well as learning how to access Microsoft Word and use its features effectively, including changing the size, colour and placement of font. Children will also use a spellchecker to write and review work.

History

How has crime and punishment changed over time?

Children will explore crime and punishment through the ages, from the Romans to modern day policing, which will be enriched with a variety of exciting wow moments. Children will develop the knowledge to discuss and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children with attitudes today and form an opinion about these. Children will communicate their understanding in a variety of ways, including drama and poetry.

Art/D.T.

This term, the children will use their new science knowledge to design and create a fun and interactive buzzing alarm toy. They will be able to design a product where they can explain how particular parts of their products work, as well as being able to justify their choice of materials. They will also work on their measuring, marking, cutting and shaping skills as they attempt to work with some challenging materials, such as metal and wood.

Music

Music Plus

This term the children will be taught by our wonderful music teacher, Mrs Gandolfo, who will be teaching them how to play the recorder. They will learn how to play a number of compositions and develop their skills to perform a piece of music as a class.

PSHE

What strengths, skills and interests do we have?

Children will learn how to recognise personal qualities and individuality, and develop self-worth by identifying positive things about themselves and their achievements. They will begin to explore how their personal attributes, strengths, skills and interests contribute to their self-esteem, and how to manage when there are set backs by learning from mistakes and being resilient.

Languages

During Terms 1 and 2, we will recap on previous learning and explore the following areas:

- Making statements about travelling – to school and further afield
- Describing the weather
- Days of the week.

We will use fun activities and games to access this new learning.

<h1 style="text-align: center;">Year 4 Term 2 Scandinavia</h1>	<p style="text-align: center;">English</p> <p>(W1) Instruction writing – Children will be exploring how to write an effective set of instructions using our Danish pastry making as a starting point.</p> <p>(W2) Postcards – We will be researching some of the key places to visit in Scandinavia before writing a postcard. SPAG focus – expanded noun phrases.</p> <p>(W3, 4 + 5) Narrative writing – Children will engage with the traditional tales of the Scandinavian Tomte elf before planning and writing their own narrative about their Christmas Tomte. SPAG opportunities to focus on setting and character description, as well as paragraphing and the use of inverted commas.</p> <p>(W6+7) Comparison – Children will focus on learning the features of comparing and contrasting, including the use of opposing and additional conjunctions. We will then use our new skills for our Geography extended write to compare Scandinavia and England.</p>	<p style="text-align: center;">Mathematics</p> <p>(W1, 2+ 3) – Length and Perimeter</p> <ul style="list-style-type: none"> - Equivalent lengths (m, cm, mm) - Convert between kilometres and meters - Add and subtract lengths - Measure perimeter <p>(W4, 5 +6) – Multiplication and division</p> <ul style="list-style-type: none"> - Multiply and divide by 10 and 100. - Multiply and divide by 1 and 0 - 3, 6, 9 and 7 times tables and related division. 	<p style="text-align: center;">P.E</p> <p style="text-align: center;">Multiskills</p> <p>Children have the opportunity to learn a variety of new and challenging skills such as travelling and moving in different ways, changing speed and direction, dodging, pivoting, aiming and throwing with accuracy.</p> <p style="text-align: center;">Badminton</p> <p>Children will be developing their racket sport techniques as well as demonstrating other skills such as on-court footwork. Children will begin to understand and apply the rules of badminton and play with accuracy.</p>
<p style="text-align: center;">R.E.</p> <p style="text-align: center;">Incarnation</p> <p>The key question which we will explore this term is ‘What is the Trinity?’ and how do Christians show their beliefs about God the Trinity in the way they live. We will examine the gospel of John. Time to discuss the idea of understanding God, the Trinity and the challenges this creates for people (throughout their whole lives) is given and conversation valued.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Digestion</p> <p>Children will undertake hands-on investigations to demonstrate and describe the simple functions of the basic parts of the digestive system in humans. Children will also be able to identify the different types of teeth in humans and their simple functions. Children will also learn how to construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p style="text-align: center;">Computing</p> <p style="text-align: center;">We are researchers</p> <p>Children will learn about how to use the internet to conduct research, including how to use key words to find what they are looking for. They will develop their critical thinking skills by understanding how to research safely, thinking about the reliability of the information they are reading based on where it has come from. Children will be able to identify the differences between using a resource on the school network and using the internet.</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Would you rather live in Norway or the U.K?</p> <p>Children will use a range of resources to identify the key physical and human features of Scandinavia, and use their new knowledge to describe geographical similarities and differences between Scandinavia and England. They will be equipped with the knowledge and skills to explain own views about Scandinavia, giving detailed reasons.</p>
<p style="text-align: center;">Art/D.T.</p> <p>Children will be taking part in ‘The Great Scandinavian Bake Off’ by attempting to bake a traditional Danish pastry, linking to both our Geography topic and our digestion in Science – yum!</p> <p>We will also be getting crafty by designing and creating our own elf costumes to match our Tomte Christmas story, and refining our textiles skills by sewing them ourselves.</p>	<p style="text-align: center;">Music</p> <p style="text-align: center;">Music Plus</p> <p>This term the children will be taught by our wonderful music teacher, Mrs Gandolfo, who will be teaching them how to play the recorder. They will learn how to play a number of compositions and develop their skills to perform a piece of music as a class.</p>	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">How do we treat each other with respect?</p> <p>Children will think about how people’s behaviour affects themselves and others, including online, and understand how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return. Children will also explore the relationship between rights and responsibilities, understanding that children have rights and why it is important to protect these. Children will understand that everyone should feel included, respected and not discriminated against, and learn how to respond if they witness or experience exclusion, disrespect or discrimination.</p>	<p style="text-align: center;">Languages</p> <p>During Terms 1 and 2 we will recap on previous learning and explore the following areas:</p> <ul style="list-style-type: none"> • Making statements about travelling – to school and further afield • Describing the weather • Days of the week. <p>We will use fun activities and games to access this new learning.</p>

Year 4 Term 3 Vikings

English

(W1-2) Myths and Viking Sagas – Children will be exploring Viking sagas before composing their very own Norse myth.

(W3-5) Letter writing – Children will explore the features of informal letter writing including emotive language, detail in writing and paragraphing. We will then plan and write our own letters as if we were Viking warriors on a voyage.

(W6) – Kennings poems

Mathematics

(W1-3) Multiplication and division

- 11 and 12 times tables and related division facts
- Multiply 3 numbers
- Factor pairs
- Efficient multiplication
- Multiply and divide 2 and 3 digit numbers by 1 number
- Correspondence problems

(W4) Area

(W5+6) Fractions

- What is a fraction?
- Equivalent fractions
- Fractions greater than 1
- Count in fractions
- Adding and subtracting 2 or more fractions
- Subtract from whole amounts

P.E

Gymnastics

Children will be learning how to safely perform balances both individually and with a partner, as well as developing their creative skills by planning and performing gymnastics sequences. They will also become supportive critics for their peers by suggesting improvements to a performance.

R.E.

Gospel

'What kind of world did Jesus want?' This huge question sculpts our learning this term, as we look for evidence within the Bible. We will make links between the Bible stories studied and the importance of love and life in the world today, and support the children when expressing some of their own ideas. We will look to members of the clergy to consider how they follow Jesus' teaching.

Science

Sound

Children will learn how to identify how sounds are made, associating them with something vibrating, through conducting a variety of investigations using percussion and homemade musical instruments. Children will also learn to recognise and find patterns relating to the pitch and volume of a sound in relation to the strength of the vibration.

Computing

Staying safe online

Children will learn about the importance of staying safe online and understand what they can do to protect themselves, including the use of passwords, the safety features of websites, choosing appropriate websites and games, and making good choices about commenting respectfully online.

History

What was life like for a Viking warrior?

Children will conduct a historical enquiry to find out what life was like for a Viking warrior. During this topic, children will have an immersive experience aboard their own longship to try to relate to and understand the life of a Viking warrior. They will develop the skills needed to describe, compare and analyse the social, ethnic, cultural or religious diversity of the Vikings, as well as using their questioning skills to find out about the past.

Art/D.T.

The children will be applying their new knowledge of Vikings and Norse mythology to design and sketch Viking patterns and jewellery. As well as this, children will be designing and making their very own Viking shield to protect them in the Viking raid, using traditional colours, patterns and ideas.

Music

Music Express – Dragon Scales; rehearsals for and performance of play

This unit develops children's ability to recognise and use scales and create short melodies and accompaniments. As well as this, the children will be applying all of their musical skill and knowledge gained so far to practice and perform songs for our year 4 play.

PSHE

How can we manage our feelings?

Children will learn how everyday things can affect feelings, and how they can change over time and can be experienced at different levels of intensity. They will understand the importance of expressing feelings and how they can be expressed in different ways. Children will be equipped with the skills to manage feelings at times of loss, grief and change, as well as how to access advice and support to help manage their own or others' feelings.

Languages

This term we look to revise naming the number system and using it in a variety of practical ways. We explore pocket money, coins used in France and talk about what we would like to buy. Additionally, we look at vocabulary related to different colours; adding to our previous knowledge and growing in confidence when using it.

<h1 style="text-align: center;">Year 4 Term 4 Climate change</h1>	<p style="text-align: center;">English</p> <p>(W1-3) Balanced argument – We will explore what makes a good balanced argument, before planning and writing our own, using the story “The Lorax” by Dr Seuss as a starting point for our writing.</p> <p>(W4-6) Persuasive writing – We will use our topic of climate change as an exciting and very relevant hook for our persuasive writing. In doing so, we begin to understand how we can be excellent global ambassadors.</p>	<p style="text-align: center;">Mathematics</p> <p>(W1-2) Fractions</p> <ul style="list-style-type: none"> - Fractions of a quantity - Calculating quantities <p>(W3-5) Decimals</p> <ul style="list-style-type: none"> - Recognise tenths and hundredths - Tenths as decimals - Tenths on a place value grid and a number line - Divide 1 and 2 digits by 10 - Hundredths as decimals - Hundredths on a place value grid - Divide 1 or 2-digits by 100 <p>(W6) Consolidation</p>	<p style="text-align: center;">P.E</p> <p style="text-align: center;">Dance</p> <p>Children will learn how to use simple movement patterns to structure dance phrases individually, in a pair and in a group. This skill will be developed by using formation, canon and unison to develop a dance. We will also focus on refining, repeating and remembering dances, as well as performing.</p>
<p style="text-align: center;">R.E.</p> <p style="text-align: center;">Salvation</p> <p>Pupils will be revisiting the Christian story of Easter and the events of Holy Week. Our learning will reflect upon the Bible texts describing the role of the Disciples in serving, celebrating, and remembering. Moving onwards, children will explore the themes of betrayal and trust. They will debate ideas about standing up for your beliefs and how this could make a difference to people’s lives around the world.</p>	<p style="text-align: center;">Science</p> <p>Cross curricular learning geography and weather</p> <p>Children will use this term to perfect their investigatory and enquiry skills by becoming weather experts, using a variety of equipment and scientific apparatus to measure, compare and analyse data.</p>	<p style="text-align: center;">Computing</p> <p style="text-align: center;">We are data handlers</p> <p>Children will learn how to collect and organise data in different ways, as well as knowing how to identify when data could be inaccurate. Children will be equipped with the knowledge to understand the best way to present data, and can begin to justify their decision. We will also link this to our topic to collect and present different information relating to climate change and the weather.</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;"><i>How is climate change affecting the world?</i></p> <p>Children will use their geographical enquiry skills to identify how climate change is affecting the world both locally and around the globe. They will observe satellite images and aerial photographs to compare what changes have occurred, and analyse the evidence to draw their own conclusions. Children will also understand the different climates around the world, and in doing so will be able to name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and be able to describe some of the characteristics of these geographical areas.</p>
<p style="text-align: center;">Art/D.T.</p> <p>This term, the children will be looking at animation using plasticine models and stop motion animation methods to create their own short clip. The children will use climate change as their focus, looking at Aardman animation’s piece on oceans to inspire ideas for their own creations. They will focus on their modelling skills, including shape and texture that conveys feelings, expression or movement.</p>	<p style="text-align: center;">Music</p> <p style="text-align: center;">Music Express – Painting with Sound</p> <p>This unit develops children’s ability to create, perform and analyse expressive compositions and extend their sound vocabulary. Children learn that music can create images, moods and feelings and use their imaginations to discuss images created by music and how such music affects their feelings.</p>	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">What strengths, skills and interests do we have?</p> <p>Children will learn how people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence, as well as how people’s online actions can impact on other people. Children will revisit how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online. They will also recap how to report concerns, including about inappropriate online content and contact.</p>	<p style="text-align: center;">Languages</p> <p>In Term 4, we discuss the theme of healthy living. We learn the appropriate vocabulary to speak about various sporting activities and events. The children will practise phrases relating to ordering healthy foods/drinks and expand their knowledge of names for everyday foods in French. Games and role-play tasks will be used to enable children to rehearse.</p>

Year 4 Term 5 Tudors

English

(W1-2) Advert – We will explore the powers of persuasion through advertisement by creating adverts for some questionable Tudor foods before writing an advert for a new wife for Henry VIII, using our understanding of Henry’s personality and Tudor Britain to make it as accurate as possible.

(W3+4) Diary entry – We will be learning about how to record a gripping recount in the form of a diary entry, written by one of Henry’s wives titled “The day I died” on the day of their execution!

(W5+6) Information text - History extended write to answer the question: How did Tudors change Britain?

Mathematics

(W1-2) Decimals

- Making a whole
- Writing and comparing decimals
- Ordering and rounding decimals
- Halves and quarters

(W2-4) Measurement (Money)

- Pounds and pence
- Ordering money
- Estimating money
- Four operations

(W5-6) Measurement (Time)

- Hours, minutes and seconds
- Years, months, weeks and days
- Analogue to digital – 12 and 24 hour

P.E

Cricket

Children will learn and understand the rules of cricket as well as developing the skills to play cricket accurately, including striking a bowl and ball after a bounce and bowling a ball with accuracy, and consistency. They will also refine their communication skills as fielders as they work as a team to win a game.

R.E.

Hinduism

‘What does it mean to be a Hindu in Britain today?’ will be the guiding question as the children learn about the values and practices of vibrant Hindu culture and how Hindus worship God.

We will share stories about some key events in the life of Gandhi and consider the reasons why he behaved in the way he did, before linking that back to Hindu beliefs.

Science

States of matter

Children will learn about the properties of solids, liquids and gases through a variety of engaging experiments that consider melting, freezing and evaporation. They will explore what happens when materials are heated and cooled, and research the temperature at which the change in state takes place. Children will also learn about the water cycle to identify the part played by evaporation and condensation.

Computing

We are software developers

Children will use DB Primary to create and programme new software. They will use logical thinking to solve open-ended problems by breaking them up into smaller parts. They will develop an understanding of the importance of regular testing to ensure their software works, and know how to recognise and debug an error.

History

Was Henry VIII a good king?

How did Tudors change Britain?

Children will explore a variety of historical sources to decide whether or not they think Henry VIII was a good king. This topic will be made all the more thrilling as the children engage in dramatic debates, make try and advertise Tudor food and discover what life was like for both the rich and poor. They will begin to evaluate the usefulness of different sources, as well as comparing different sources to collect multiple versions of the same story. Children will present their understanding and opinions in a variety of ways, including through art, drama and writing.

Art/D.T.

The children will learn about the famous artist Andy Warhol this term, and will explore how to use his signature techniques to achieve fantastic effects, in particular his use of bold, contrasting colours. This will link helpfully to our English advert writing as we explore how bright and vibrant colours can attract the attention of the audience!

The children will also be trying their hand at some Tudor art, turning a photograph of themselves into a characteristic Tudor portrait.

Music

Music Express – Salt, Pepper, Vinegar, Mustard

This unit develops children’s ability to recognise and explore some characteristics of signals, including Morse code. It consolidates their sense of pulse and ability to perform with others.

PSHE

How can our choices make a difference to others and the environment?

Children will further their topic learning by understanding how people have a shared responsibility to help protect the world around them, and how everyday choices can affect the environment. Children will deepen their understanding by learning about how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity).

Languages

The children are supported in responding to stories this term, by learning the vocabulary associated with many different animals. They will learn how to describe animals using simple statements. The class will think about the movements that animals make and have a go at using common phrases to add to their descriptions.

Year 4

Term 6

Go Outdoors

English

(W1-2) Instruction writing – Children utilise their tip-top instruction writing skills to help to write a code breaker for the hidden treasure to match a map... Will their instructions be precise to give their adventurer a thrilling and successful journey!?

(W4-5) Recounts – Children will record a recount for their time spent at Rippledown.

Mathematics

(W1) Statistics

- Interpret charts
- Comparison, sum & difference
- Introducing line graphs

(W2-3) Geometry, properties of shape

- Identify angles
- Compare and order angles
- Triangles and quadrilaterals
- Lines of symmetry

(W4-5) Geometry, position and direction

- Describe position
- Draw and move on a grid
- Describe movement on a grid

(W6) Consolidation

P.E

Rounders

Children will learn and apply the rules of rounders, working as a part of a team to bat, bowl and field.

Athletics

Children will develop their skills in different forms of athletics including running, throwing and jumping. Children will learn to understand the difference between running and sprinting over varying distances, jump for distance and height as well as exploring different throwing techniques with accuracy and power.

R.E.

Journeys

Using their previous studies as a basis for discussion, children will consider why life can be seen as a journey. Children will look at significant experiences that many people share in their lifetimes and compare and contrast these with each other. They will think of reasons why some people have rituals to mark important life events.

Science

Living things

Children will explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment and explore a number of ways that living things can be grouped. They will also apply their knowledge from our climate change unit as they explore how changes in the environment can pose dangers to living things.

Computing

We are musicians

Children will use computer software to become digital musicians, learning how to compose, record and edit their creations. They will use the medium of sound to create an atmosphere when presenting to different audiences, and be able to give constructive feedback to peers to help them improve their work.

Geography

What is the purpose of creating a map?

Children will understand the importance of maps by using and creating their own to discover the secrets of the hidden treasure on our school grounds! They will learn how to make a simple scale drawing of a map, with features in correct order.

In both this topic and during our fantastic Rippledown trip, children will demonstrate their ability to use 4 compass points well and use simple grid references to locate features on a map confidently. Children will use large and medium scale OS maps, and begin to recognise their symbols.

Art/D.T.

This term, the children will be looking at the work of Escher and his work on tessellating shapes. This links helpfully to our learning in Maths this term as we consider how the properties of shape help to create some fantastic artwork!

Our 'Go Outdoors' topic will also take an arty turn as children design and create an exciting treasure map to accompany their learning in geography this term, utilising their knowledge of symbols, shape and size.

Music

Music Express – Animal Magic

This unit develops children's ability to create perform and analyse short descriptive compositions that combine sounds, movements and words. The children will listen to different music types and consider ways in which the words and music suggests the animals' personalities.

PSHE

How will we grow and change?

Children will begin to understand about puberty and how bodies change, including how it can affect emotions and feelings.

Languages

In the final term of Year 4, children will build upon their work about animals by listening to 'The Carnival of the Animals' by French composer Camille Saint-Saëns. The learning will focus upon how to talk about animal noises, habitats and characteristics.

They will then revisit all that we have learnt so far this year in playful yet challenging ways to consolidate the Year 4 scheme.