

Topic Overview Year 4 - 2024



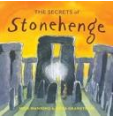
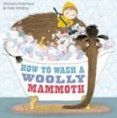
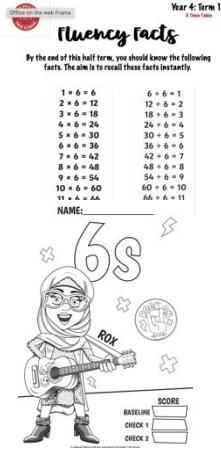


| T1- Stone Age to Iron Age | T2- Let There Be Light | J1- Extreme Earth | J2- Healthy Me | C1- Rise of the Robots | C2- Anglo Saxons |
|---------------------------|------------------------|-------------------|----------------|------------------------|------------------|
| English | English | English | English | English | English |
| Maths | Maths | Maths | Maths | Maths | Maths |
| Science | Science | Science | Science | Science | Science |
| PE | PE | PE | PE | PE | PE |
| History | | | History | | History |
| Geography | | Geography | | Geography | |
| Art | Art | Art | | Art | |
| | | | DT | DT | DT |
| Computing | Computing | Computing | | Computing | |
| PE | PE | PE | PE | PE | PE |
| PSHE | PSHE | PSHE | PSHE | PSHE | PSHE |
| Music | Music | Music | Music | Music | Music |
| MFL | MFL | MFL | MFL | MFL | MFL |
| | RE | | RE | | RE |

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| TOPIC |  | Stone Age to Iron Age Autumn 1 (6 weeks) | | | |
|--|---|---|--|--|--|
| Suggested Texts | English | Mathematics | Wider Curriculum (Taken from Skills Progression Document) | Enrichment | Suggested Outcomes |
|  <p>Stone Age Boy by Satoshi Kitamura (2 weeks)</p>  <p>The Secrets of Stonehenge by Mick Manning (2 weeks)</p>  <p>How to Wash a Woolly Mammoth by Michelle Robinson</p> | <p>Writing</p> <ul style="list-style-type: none"> To write single clause sentences. To write multi-clause sentences using coordinating conjunctions To write multi-clause sentences using subordinating conjunctions To use modal verbs To write instructions <p>Reading</p> <ul style="list-style-type: none"> To make simple inferences To retrieve information from non-fiction texts To understand how language, structure and presentation contribute to meaning <p>Writing Outcomes</p> <ul style="list-style-type: none"> Diary Entry as Stone Age Boy Exploding Book about Stonehenge Instruction text about how to wash a woolly mammoth | <p>Fluency Facts Focus – 6 times table</p>  <p>- 6 table</p> <p>Place Value</p> <ul style="list-style-type: none"> Represent numbers up to 10,000 Partition numbers up to 10,000 Number line to 1,000 Find 1, 10, 100 and 1,000 more or less Estimate numbers on a number line Compare numbers to 10,000 Roman numerals Round numbers to the nearest 10, 100 and 1,00 <ul style="list-style-type: none"> Addition and Subtraction <p>TTRS Booklet times</p> | <p>History</p> <ul style="list-style-type: none"> To identify changes in Britain from the Stone Age to the Iron Age To describe similarities and differences between people, events and objects over time To use dates to place events, artefacts and historical figures on a timeline To study two accounts of the same event, exploring similarities and differences. To refer to more than one source of evidence for more accurate understanding of events To use subject related vocabulary and: century, decade, BC, AD To describe similarities and differences between people, events, and objects over time To understand that changes occur over time. Add evidence and dates to timeline To use dates and historical terminology to describe events To explore main events and changes in history, giving causes and consequences To use subject related vocabulary: during, chronology, era, dates, time period, change <p>Geography</p> <ul style="list-style-type: none"> To use maps, atlases, and digital mapping to locate places in the UK. To understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom | <ul style="list-style-type: none"> Portals to the past workshop | <ul style="list-style-type: none"> 'Exploding Book' about Stonehenge Cave Drawing Artwork Diary entry of a Stone Age child Instructions for washing a woolly mammoth |

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| <p>(2 weeks)</p> | | <ul style="list-style-type: none"> • Add and subtract 1s, 10s, 100s, and 1,000s • Add 4-digit numbers with more than 1 exchange • Subtract 4-digit numbers with more than 1 exchange • Efficient subtraction • Estimate answers • Checking strategies | <p>Art (Drawing and Painting)</p> <ul style="list-style-type: none"> • To sketch lines and shapes from first hand observation • To understand how to consider and design a model from 3D perspective • To explore the properties and use of charcoal • To record patterns and colours from first hand observations <p>Computing</p> <ul style="list-style-type: none"> • To use search technology effectively, appreciating how results are selected and ranked, and evaluating content • To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Make appropriate internet searches with increased accuracy, demonstrating an understanding of web crawlers and search algorithms • Understand what online content is age appropriate for LKS2 including video games <p>Physical Education Topic Overview - https://app.realpe.co.uk/pe/year/4</p> <p>Games - Netball</p> <p><i>Fundamental movements</i></p> <ul style="list-style-type: none"> • Coordination - Footwork • Static balance - One leg <ul style="list-style-type: none"> • To try several times and ask for help when appropriate • To know where we are with our learning and how to challenge ourselves • To cope well and react positively when things become difficult • To persevere and improve performance through regular practice <p>PSHE</p> <ul style="list-style-type: none"> • Describe 'good' and 'not so good' feelings • Explain what a 'positive and healthy relationship' is • Demonstrate strategies for working collaboratively • Identify a wide range of feelings | | |
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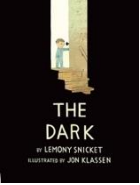
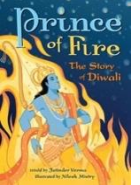




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| | | | <ul style="list-style-type: none">• Understand that everyone can show different feelings in the same situation• Demonstrate a range of feelings through facial expressions <p>Music</p> <ul style="list-style-type: none">• To sing with the sense of shape of a melody• To sing in tune with expression and perform rhythmically simple parts that use a limited range of notes <p>Modern Foreign Languages</p> <ul style="list-style-type: none">• J'apprends le Français• Les salutations• Les couleurs• Les nombres | | |
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| Topic |  Let There Be Light Temperance 2 (6 weeks) | | | | | Texts | English | Mathematics | Wider Curriculum (Taken from Skills Progression Document) | Enrichment | Suggested Outcomes |
|--|---|--|---|---|---|-------|---------|-------------|--|------------|--------------------|
|  <p>The Dark by Lemony Snicket (2 weeks)</p>  <p>Prince of Fire by Jatinder Verma (4 weeks)</p> | <p>Writing</p> <ul style="list-style-type: none"> To use adverbs To use similes To use fronted adverbials To use commas after fronted adverbials To use prepositions To use vocabulary to build suspense <p>Reading</p> <ul style="list-style-type: none"> To infer a characters thoughts, feelings and motives To discuss words and phrases that capture the reader's interest and imagination Prepare poems to read aloud and perform <p>Writing Outcomes</p> <ul style="list-style-type: none"> Poem with graphic novel panels (The Dark) High tempo action scene with accompanying illustrations (Prince of Fire) | <p>Fluency Facts Focus - 7 times table</p>  <p>TTRS Booklet - 7 times table</p>  <p>Area</p> <ul style="list-style-type: none"> What is area Counting squares to find area Making shapes Comparing area <p>Multiplication and Division (A)</p> <ul style="list-style-type: none"> Multiples of 3 Multiply and divide by 6 6 times tables Multiply and divide by 9 | <p>Science - Sound</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear 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 recognise that sounds get fainter as the distance from the sound source increases <p>Religious Education</p> <ul style="list-style-type: none"> Light and Advent Divali (Light as a symbol/good and evil/avatar) Advent (Prophecy/ritual/symbol) I can describe which religious festivals share common themes, but have unique meanings to each faith I can compare what light symbolises in each religion I can explain why light is important in each of the religions Stuff, the stories behind celebration of light in each of the religions <p>Computing</p> <ul style="list-style-type: none"> To select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplish given goals, including presenting data and information To design, write and debug programs that accomplish specific goals, including controlling or simulating | <ul style="list-style-type: none"> Forest school Christingles Forest school rangoli art | <ul style="list-style-type: none"> Poem, published with artwork inspired by Klassen Sound information page Diwali shadow art inspired by P Prarthana | | | | | | |

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| | | <ul style="list-style-type: none"> • 9 times tables • 3, 6 and 9 times tables • Multiply and divide by 7 • 7 times tables • 11 times tables • 12 times tables • Multiply and divide by 1 and 0 • Divide by 1 and a number • Multiply 3 numbers | <p>physical systems; solve problems by decomposing them into smaller parts.</p> <p>Art (Collage)</p> <ul style="list-style-type: none"> • To adapt and improve designs • To learn how to mix and match colours using dry materials eg blending, layering colour <p>Physical Education Topic overview - https://app.realpe.co.uk/pe/year/4/unit/2</p> <p>Games - Hockey</p> <p><i>Fundamental movements</i></p> <ul style="list-style-type: none"> • Jumping and landing • Seated actions <ul style="list-style-type: none"> • To help praise and encourage others • To show patience and support, listening carefully to others • To show and tell others about a set of ideas • To cooperate well with others and give helpful feedback • To guide a small group through a task <p>PSHE</p> <ul style="list-style-type: none"> • Define the terms 'negotiation' and 'compromise' • Understand that we have the right to protect our own personal body space • To recognise that we can have different types of relationships with people that we know • To list ways that people are different from each other • To understand and identify stereotypes <p>Music</p> <ul style="list-style-type: none"> • To recognise and explore the way sounds can be used expressively • To improvise repeated patterns and combine several layers of sound • To make improvements to a piece of music | | |
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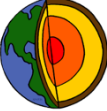
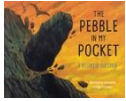
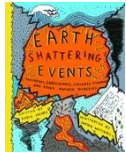

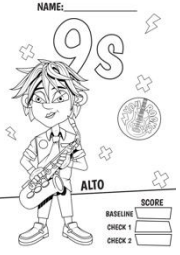
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| | | | <p>Modern Foreign Languages</p> <ul style="list-style-type: none">• Les jours• Les mois | | |
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- Les jours
- Les mois

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| Topic |  Extreme Earth Justice 1 (6 weeks) | | | | |
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| Suggested Texts | English | Mathematics | Wider Curriculum (Taken from Skills Progression Document) | Enrichment | Suggested Outcomes |
|  <p>The Pebble in my Pocket by Meredith Hooper (2 weeks)</p>  <p>Earth Shattering Events by Robin Jacobs (4 weeks)</p> | <p>Writing</p> <ul style="list-style-type: none"> To use a range of sentence structures within my writing (single clause, multi-clause using co-ordination and subordination) To select and use vocabulary that enthuses the reader (synonym work) To identify and use expanded noun phrases To assess the effectiveness of their own and others' writing and suggest improvements <p>Reading</p> <ul style="list-style-type: none"> To discuss words and phrases that capture the reader's interest and imagination To explain the meaning of words in context To use dictionaries to check the meaning of words read Retrieve and record information from non-fiction Asking questions to improve our understanding of a text <p>Writing Outcomes</p> <ul style="list-style-type: none"> Non-chronological report about extreme weather published as a website | <p>Fluency Facts Focus - 9 times table</p>  <p>TTRS Booklet - 9 times table</p>  <p>Multiplication and Division (B)</p> <ul style="list-style-type: none"> Factor pairs Multiply by 10 and 100 Divide by 10 and 100 Related facts Informal methods Multiply 2-digits by 1-digit Multiply 3-digits by 1-digit Divide 2-digits by 1-digit | <p>Geography</p> <ul style="list-style-type: none"> To describe and understand key aspects of physical geography including key topographical features and land patterns To understand how some key aspects have changed over time To use maps, atlases, globes and digital/computer mapping to locate countries To describe features studied using geographical vocabulary. To describe and understand key aspects of physical geography including volcanoes and earthquakes To use the eight points of a compass, four -figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world <p>Computing</p> <ul style="list-style-type: none"> To select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplish given goals, including presenting data and information Chromebook webpages <p>Art (Painting):</p> <ul style="list-style-type: none"> Chris Coady - To record patterns and colours from first hand observation (watercolour pencils) <p>Science - States of Matter</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases | <ul style="list-style-type: none"> Volcano Eruptions Sleepover at a museum | <ul style="list-style-type: none"> Narrative exploring the journey of a pebble Non-chronological report web pages |

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| | <ul style="list-style-type: none"> Narrative exploring the journey of a pebble | <ul style="list-style-type: none"> Divide 3-digits by 1-digit Correspondence problems Effective multiplication <p>Length and Perimeter</p> <ul style="list-style-type: none"> Measure in KM and M Equivalent lengths in KM and M Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes Find missing lengths of rectilinear shapes Perimeter of regular polygons Perimeter of polygons | <ul style="list-style-type: none"> observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Physical Education</p> <p>Games - Tennis</p> <ul style="list-style-type: none"> Use a range of strokes effectively including front crawl, backstroke and breaststroke Swim confidently, competently and proficiently over a distance of at least 25 metres Perform safe self-rescue in different water based situations <p>PSHE</p> <ul style="list-style-type: none"> Define the term 'danger', 'risk', and 'hazard' and explain the difference between them Identify images that are safe/unsafe to share online Define what is meant by the word 'dare' and give examples of what this may or may not look like Understand that medicines are drugs Explain safety issues for medicine use Understand some key risks of drinking and smoking Describe stages of identifying and managing risk <p>Modern Foreign Languages</p> <ul style="list-style-type: none"> Quel Temps fait-il? | | |
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| Topic |  Healthy Me! Justice 2 (6 weeks) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Suggested Texts | English | Mathematics | Wider Curriculum (Taken from Skills Progression Document) | Enrichment | Suggested Outcomes | | | | | | | | | | | | | | | | | | | | | | | | |
|  <p>The Heart and the Bottle by Oliver Jeffers (2 weeks)</p> <p>Healthy Body Non-Fiction Books by varied authors (4 weeks)</p>  <p>Small Things</p> | <p>Writing</p> <ul style="list-style-type: none"> To use apostrophes to spell contracted word forms. To understand the difference between plural and possessive (-s) Draft and write a narrative by creating settings and characters. Build a varied and rich vocabulary. Organise paragraphs around a theme. Proof-read for spelling and punctuation errors. Organise paragraphs around a theme. Use conjunctions for cohesion. <p>Reading</p> <ul style="list-style-type: none"> Draw inferences about a character's feelings thoughts and motives. Identify themes and conventions in a book. Read books that are structured in a different way. Use a thesaurus. Listen to and discuss non-fiction, reference books and textbooks. | <p>Fluency Facts Focus - 11 times tables</p> <p>Year 4: Term 4 1 Term Topic</p> <p>Fluency Facts</p> <p>By the end of this half term, you should know the following facts. The aim is to recall these facts instantly.</p> <table border="1"> <tr><td>1 × 11 = 11</td><td>11 × 11 = 11</td></tr> <tr><td>2 × 11 = 22</td><td>22 × 11 = 22</td></tr> <tr><td>3 × 11 = 33</td><td>33 × 11 = 33</td></tr> <tr><td>4 × 11 = 44</td><td>44 × 11 = 44</td></tr> <tr><td>5 × 11 = 55</td><td>55 × 11 = 55</td></tr> <tr><td>6 × 11 = 66</td><td>66 × 11 = 66</td></tr> <tr><td>7 × 11 = 77</td><td>77 × 11 = 77</td></tr> <tr><td>8 × 11 = 88</td><td>88 × 11 = 88</td></tr> <tr><td>9 × 11 = 99</td><td>99 × 11 = 99</td></tr> <tr><td>10 × 11 = 110</td><td>110 × 11 = 110</td></tr> <tr><td>11 × 11 = 121</td><td>121 × 11 = 111</td></tr> <tr><td>12 × 11 = 132</td><td>132 × 11 = 122</td></tr> </table> <p>TTRS booklet - 11 times tables</p> <p>NAME: _____</p>  <p>AIR</p> <p>SCORE</p> <p>BASELINE</p> <p>CHECK 1</p> <p>CHUNK 2</p> | 1 × 11 = 11 | 11 × 11 = 11 | 2 × 11 = 22 | 22 × 11 = 22 | 3 × 11 = 33 | 33 × 11 = 33 | 4 × 11 = 44 | 44 × 11 = 44 | 5 × 11 = 55 | 55 × 11 = 55 | 6 × 11 = 66 | 66 × 11 = 66 | 7 × 11 = 77 | 77 × 11 = 77 | 8 × 11 = 88 | 88 × 11 = 88 | 9 × 11 = 99 | 99 × 11 = 99 | 10 × 11 = 110 | 110 × 11 = 110 | 11 × 11 = 121 | 121 × 11 = 111 | 12 × 11 = 132 | 132 × 11 = 122 | <p>Science- Animals Including Humans</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey <p>Religious Education</p> <ul style="list-style-type: none"> To understand and explore the religion of Buddhism <p>History</p> <ul style="list-style-type: none"> To understand that changes occur over time. Add evidence and dates to timeline to represent this To describe how some past events and actions of people affect life today. Children will observe evidence to ask about the past and conclude based on what they have seen. Children will use sources of information to form conclusions about the past. <p>Design and Technology (Textiles):</p> <ul style="list-style-type: none"> To use correct stitching to join materials including running stitch and overstitch To add a decorative finish using a suitable technique | <ul style="list-style-type: none"> Dental nurse visit Year 3/4 Performance | <ul style="list-style-type: none"> Snack pouch Digestive System presentation/animation Letter to Oliver Jeffers Book review for 'The Happy News' |
| 1 × 11 = 11 | 11 × 11 = 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 × 11 = 22 | 22 × 11 = 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 × 11 = 33 | 33 × 11 = 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 × 11 = 44 | 44 × 11 = 44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 × 11 = 55 | 55 × 11 = 55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 × 11 = 66 | 66 × 11 = 66 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 × 11 = 77 | 77 × 11 = 77 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 × 11 = 88 | 88 × 11 = 88 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 × 11 = 99 | 99 × 11 = 99 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 × 11 = 110 | 110 × 11 = 110 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 × 11 = 121 | 121 × 11 = 111 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 × 11 = 132 | 132 × 11 = 122 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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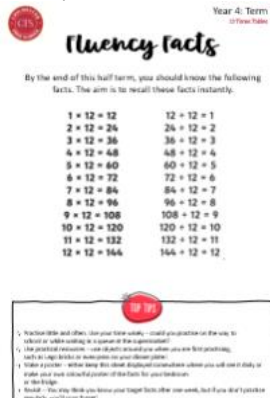
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| | <ul style="list-style-type: none"> Retrieve and record information from non-fiction. <p>Writing Outcomes:</p> <ul style="list-style-type: none"> Letter to Oliver Jeffers Interactive animation about the human digestive system Book review in the style of 'The Happy News' | <p>Fractions</p> <ul style="list-style-type: none"> Understand the whole Partition a mixed number Compare and order mixed numbers Understand improper fractions Convert mixed numbers to improper fractions Convert improper fractions to mixed numbers Equivalent fractions Add two or more fractions Add two or more mixed numbers Subtract two fractions Subtract from whole amounts Subtract from mixed numbers | <p>Physical Education</p> <p>Games - Cricket</p> <ul style="list-style-type: none"> Use a range of strokes effectively including front crawl, backstroke and breaststroke Swim confidently, competently and proficiently over a distance of at least 25 metres Perform safe self-rescue in different water based situations <p>PSHE</p> <ul style="list-style-type: none"> Who helps us stay healthy It's your right How do we make a difference In the news Safety in numbers Why pay taxes | | |
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Topic Overview

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| Topic |  <p>Rise of the Robots Courage 1 (6 weeks)</p> |
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| Texts | English | Mathematics | Wider Curriculum (Taken from Skills Progression Document) | Enrichment | Suggested Outcomes |
|--|---|--|---|---|--|
| <p>The Wild Robot by Peter Brown (6 weeks)</p> | <p>Writing</p> <ul style="list-style-type: none"> Use inverted commas to punctuate direct speech Select appropriate reporting clauses Assess the effectiveness of writing and making changes to improve consistency Organise paragraphs around a theme Use simple organisational devices Progressively build an increasing range of sentence structures Use the present perfect form Assess the effectiveness of writing and making changes to improve consistency <p>Reading</p> <ul style="list-style-type: none"> Draw inferences about a character's feelings, thoughts and motives. Make predictions Identify themes and conventions in non-chronological reports | <p>Fluency Facts Focus - 12 times tables</p>  <p>TTRS booklet - 12 times tables</p> | <p>Science - Electricity</p> <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors <p>Computing</p> <ul style="list-style-type: none"> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <p>DT (Mechanical systems):</p> <ul style="list-style-type: none"> Produce designs with a clear purpose Select materials carefully to suit the design and use. Select appropriate techniques to construct products | <ul style="list-style-type: none"> Trip to a solar power farm Trip to Winchester Science Centre | <ul style="list-style-type: none"> Newspaper article Wild Robot narrative Persuasive speech Robot 'mechanical' sketches exploring texture and shading Rubber band powered car |

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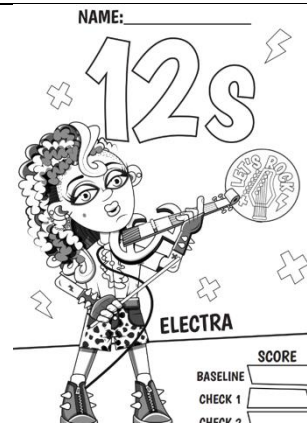
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- Ask questions to improve understanding of texts
- Use dictionary to check the meaning of words they have read

Writing Outcomes:

- Partial narrative
- Persuasive speech
- Newspaper Article



Decimals A

- Tenths as fractions
- Tenths as decimals
- Tenths on a number line
- Divide a 1 digit by 10
- Divide a 2 digit by 10
- Hundredths as fractions
- Hundredths as decimals
- Divide a 1 or 2 digit by 100

Decimals B

- Make a whole with tenths
- Make a whole with hundredths
- Partition decimals
- Compare decimals
- Order decimals
- Round to the nearest whole
- Halves and quarters as decimals

Money

- Write money using decimals
- Convert between pounds and pence
- Compare amounts of money
- Estimate with money
- Calculate with money
- Solve problems with money

Additional Art:

- To continue to sketch lines and shapes in the style of Peter Brown

Physical Education

Games - OAA

- I can perform a range of skills with some control and consistency.
- I can perform and repeat longer sequences with clear shapes and controlled movement.
- I can perform a variety of movements and skills with good body tension.

PSHE

- What makes me me
- Making choices
- Healthy Eating
- Seven R's
- My School Community

Topic Overview

Year 4 - 2024



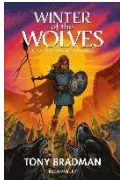
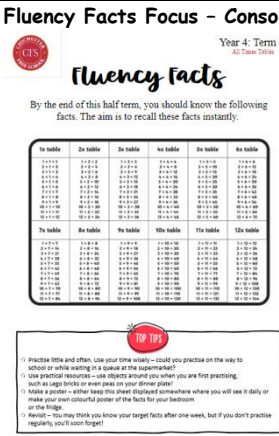
| | | | | | |
|--|--|---|--|--|--|
| | | <p>Time</p> <ul style="list-style-type: none">• Years months weeks and days• Hours and seconds• Convert between analogue and digital times• Convert to the 24hr clock• Convert from the 24hr clock | | | |
|--|--|---|--|--|--|

Topic Overview

Year 4 - 2024



| | |
|--------------|--|
| Topic | <p>Anglo Saxons Courage 2 (coming soon)</p> |
|--------------|--|

| Texts | English | Mathematics | Wider Curriculum (Taken from Skills Progression Document) | Enrichment | Suggested Outcomes |
|---|--|--|---|--|--------------------|
|  <p>Winter of the Wolves by Tony Bradman</p> | <p>Writing</p> <ul style="list-style-type: none"> Use of imagery (adjectives and similes) Use fronted adverbials Use a range of conjunctions Organise paragraphs around a theme To use expanded noun phrases To assess the effectiveness of writing and make changes to improve. <p>Reading</p> <ul style="list-style-type: none"> Checking the meaning of words read Increasing familiarity with a range of books Predicting what happened through details stated and implied. Develop a wide vocabulary. Ask question to improve understanding of texts Use dictionary to check the meaning of words they have read. | <p>Fluency Facts Focus - Consolidation</p>  <p>TTRS Booklet - Consolidation</p> | <p>Science - Living things and their habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. <p>Physical Education</p> <p>Games - Athletics</p> <ul style="list-style-type: none"> I can perform a sequence of movements with some changes in level, direction or speed. I can select and apply a range of skills with good control and consistency. I can perform a variety of movements and skills with good body tension. <p>PSHE</p> <ul style="list-style-type: none"> Moving House My feelings are all over the place All change Preparing for periods Secret of surprise Together <p>History - Anglo Saxons</p> | <p>New Park Cinema - Saxons workshop</p> | |

Topic Overview

Year 4 - 2024



- Retrieve information from texts.

Writing Outcomes

- Anglo-Saxons Villages
- Trip reviews - positive & negative
- Wanted Poster

NAME: _____ ⚡

FULL SET (2s TO 12s)

| | | | | |
|---------|--------|--------|-----|------|
| POP | STAR | AIR | ROX | BOLT |
| | | | | |
| ELECTRA | GROOVE | DAZZLE | BAZ | ALTO |
| | | | | |

VIBE

SCORE

BASELINE

CHECK 1

CHECK 2

Shape

- Understand angles as turns
- Identify angles
- Compare and order angles
- Triangles
- Quadrilaterals
- Polygons
- Lines of symmetry

Statistics

- Interpret charts
- Comparison, sum and difference
- Interpret line graphs
- Draw line graphs

Position and Direction

- Describe position using coordinates
- Plot coordinates
- Draw 2D shapes on a grid
- Translate on a grid
- Describe translation

- To understand that changes occur over time.
- To use dates and historical terminology to describe events.
- To explore main events and changes in history, giving causes and consequences.
- To give reasons for the changes in the features of a time period.
- To describe how some past events and actions of people affect life today.

MFL - Habitats

PSHE - Growing and Changing

D&T (Food):

RE - Sharing and Community

- I can describe the significance of my own religious, cultural and family traditions and how these relate to the experiences of others.
- I can make comparisons between the sharing of food in Christian and Sikh worship.
- I can identify the importance of the Langar meal to Sikhs.
- I can understand the use of food in the giving of communion in Christian worship.