

### Science States of Matter

Children will compare and group materials together, according to whether they are solids, liquids or gases.

They will 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 (°C)  
Children will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

#### Working scientifically

Children will ask relevant questions and using different types of scientific enquiries to answer them.

They will set up simple practical enquiries, comparative and fair tests

Children will make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

They will report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

They will use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

### French Joyeux anniversaire, Aurelie!

Children will learn the key vocabulary for classroom objects.

They will understand and use *Quel âge as-tu?* and respond with the phrase *J'ai ... ans.*

They will use and respond to *Qu'est-ce que c'est?* With *C'est un/une ...* and *Ce n'est pas un/une ...*

Children will recognise words in the story, song and poem.

They will join in with performing the story, song and poem.

They will recognise the sounds and words introduced in previous modules and explore new sound patterns: *au (cadeau), j (joyeux).*

Children will understand and express simple likes and dislikes.

They will understand simple negative phrases.

They will follow instructions for making a card and use these to create own cards.

## AUTUMN 1 - 2017 Year 4



### English

**Vocabulary Building- List poems** – the children will use parts of speech to mark the change of the seasons.

**A Story with a Theme** – the children will focus on a story linking into PSHE (bullying)

**Non – Chronological Reports** - the children will be given time to research and write a non – chronological report on the Anglo Saxons.

**Focus text** – *Krindlekrax* by Philip Ridley  
Year 4 will also have lessons on grammar.

### History – Anglo Saxons

Children will know the specialist vocabulary and terminology related to these invaders and settlers.

They will learn the key features, sequence and duration of these societies.

They will understand the reasons for the arrival of the Saxons, Vikings and Scots.

Children will know the differences in reasons for migration between Saxons and Vikings and between these societies and today.

They will identify the characteristic features of different groups within these societies.

Children will understand the challenges facing the early settlers and how they overcame them.

They will know how the arrival of these societies might be interpreted differently.

They will identify the main features regarding the chronology, reasons for invading and settling and the main features of these societies.

### Art

#### Andy Warhol – Pop Art

Children will use sketch books to record observations and use them to review and revisit ideas.

They will improve their mastery of art techniques, including drawing and painting with a range of materials including printing techniques.

They will learn about Andy Warhol and his famous technique Pop Art.

### PSHE & Citizenship Feelings and Relationships

Children will show and describe what a friend is and does.

They will understand that friendship patterns change and how to cope with some friendship problems.

They will recognise and be able to talk about feelings in different situations, know strategies to cope with some fears and worries.

Children will understand the nature of sameness and difference within their school and community.

They will identify different ways people are treated by society dependent on age, gender, cultural and ability.

They will understand that people's response to events can be determined by age, religion and culture.

Children will consider some of the changes that take place in people's lives, reflect on changes in own lives.

They will recognise some emotions involved in loss situations, consider what is helpful, unhelpful in such situations.

They will know about their rights and responsibilities at home, school and the community.

They will understand why school rules are made and the consequences of keeping and breaking them.

They will have begun to experience different approaches to decision making and problem solving, including democratic discussion and consensus.

### Music – Mamma Mia

Children will listen and appraise a range of songs by Abba.

Pupils will sing and play musically with increasing confidence and control.

They should listen with attention to detail and recall sounds with increasing aural memory.

They will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

### Bringing Learning to Life

Chiltern Open-Air Museum

Analo-Saxon Day

### Physical Education Net, Court and Wall Games Gymnastics

Children will play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

They develop flexibility, strength, technique, control and balance through gymnastics.

### Computing – Digital Literacy and Information Technology - Staying Safe online.

Children will use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

### Maths

Children will use appropriate mathematical skills to solve a problem.

They will learn how to organise work, looking for ways to record systematically and check.

They will draw mathematical models to support visualisation of problems.

Children will use a structured approach to tackle the problem (devise a plan).  
Focus on place value.

Children will reinforce existing strategies for mental and written methods of addition and subtraction. They will extend this with new methods.

Children will reinforce and improve their tables recall with weekly tests

### Religious Education Christians and Hindus

**Hindu beliefs and practices** – children will learn about Hindu gods, focussing on the trimurti.

They will explore Hindu stories and discuss what they teach us about the principles of Hinduism. Additionally, they will investigate Hindu symbols and their significance to Hindus. In particular they will focus on the festival of Diwali – its history, traditions and rituals.

They will be encouraged to describe, make connections and reflect upon different features of the religions and worldviews studied.

A major focus will be to discuss and present thoughtfully their own and others' views and challenging questions about belonging, meaning, purpose and truth.