

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 On y va! (All aboard!)

Listen attentively to spoken language and show understanding by joining in and responding.
Explore patterns and sounds of language and link the spelling, sound and meaning of words.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
Appreciate stories, songs, poems and rhymes in the language.
Read carefully and show understanding of words, phrases and simple writing.

Music Mamma Mia

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Listen with attention to detail and recall sounds with increasing aural memory.

Autumn 1 Year 4



English

Vocabulary Building- List poems – the children will focus on extended similes.

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.

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 know about the Saxons, Vikings and Scots and the use that can be made of the available evidence.
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.

PSHE & Citizenship Valuing Differences

Children will learn how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
Children will learn how to recognise and manage emotions within a range of relationships.
Children will learn how to recognise risky or negative relationships including all forms of bullying and abuse.
Children will learn how to respond to risky or negative relationships and ask for help.
Children will learn how to respect equality and diversity in relationships.

Computing

To understand that we need to use electronic communication technologies appropriately to keep ourselves and others safe.
To understand digital communications devices connect using a network, enabling us to send messages and share materials.
To understand that the system we use when we send emails has similarities to the one used for physical letters.
To understand the internet is a network providing communication tools, which we must use safely, responsibly and respectfully.
To use an online environment safely and appropriately to collaborate.
To understand that sound can be recorded and manipulated to communicate meaning and/or atmosphere. To understand we can use sound-editing software to capture, import and man

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.

Physical Education

Children will learn to use running, jumping, throwing and catching in isolation and in combination

Dance

They will develop flexibility, strength, technique, control and balance. They will perform dances using a range of movement patterns They will compare their performances with their peers.

Maths

Children will order and compare numbers beyond 1000.
Children will identify, represent and estimate numbers using different representations.
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Children will recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).
Children will estimate and use inverse operations to check answers to a calculation.
Children will round any number to the nearest 10, 100 or 1000.
Children will recall multiplication and division facts for multiplication tables up to 12×12 .
Children will count in multiples of 6, 7, 9.
Children will solve problems involving multiplying and adding, including using the distributive law.

Religious Education Christians, Hindus and Sikhism

Children will use key religious vocabulary in communicating their knowledge and understanding.
They will identify and begin to describe the similarities and differences within and between religions.
They will investigate the significance of religion in the local, national and global communities.
The children will learn about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods.
They will describe the key aspects of religions and traditions that influence the beliefs and values of others.
Children will know the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship.
They will identify examples of the way in which personal and religious beliefs may influence their behaviour and that of others