



## **WHAT WILL I BE DOING AT SCHOOL THIS TERM?**

An overview of some of the work being carried out in Year 4, during the Autumn term

In **R.E.** our topics are:

### **People**

- We will explore our family trees and reveal how scripture traces the stories of some of the human family of Jesus.

### **Called**

- We will explore our responses to being chosen and reveal how different people respond to God's call, both in scripture and through the Sacrament of Confirmation.

### **Gifts**

- We will explore the gift of love and friendship, and reveal how Advent and Christmas are the Church's seasons of preparing to receive God's gift of love and friendship in Jesus.

### **Judaism**

- We will explore, discover and respect the importance of the Torah, for the Jewish people.

### **Hinduism**

- We will explore Holy books and stories that are important to Hindus, specifically Bhagavad-Gita. As well as this, we will look at Sanskrit writing.

### ***Theme: 'The UK'***

### **In English we will be working on:**

- Writing in the style of an author or poet who has been studied.
- Knowing what a conjunction is and can use them to create compound and complex sentences.
- Using fronted adverbials and adverbial phrases correctly in my writing.
- Developing and organising ideas around a theme in paragraphs or sections.
- Using exciting and interesting words which suit the text type to engage our reader.
- Writing consistently with neat, legible joined handwriting.
- Editing our own work.
- Planning and writing our own texts to suit a specific audience, which accurately reflects the purpose.
- Experimenting with layout when writing (e.g. newspapers, poetry).
- Ensuring writing is clear.
- Using connectives for cohesion across a text (e.g. firstly, secondly).
- Using exciting and interesting words which suit the text type to engage my reader.
- Writing in Standard English (e.g. not using slang).
- Spelling words containing prefixes and suffixes from the Year 4 wordlist.
- Ensuring writing is imaginative.

- Spelling common homophones.
- Knowing what a conjunction is and can use them to create compound and complex sentences.
- Understanding the difference between plural and possessive 's'
- Using commas to show fronted adverbials.
- Using inverted commas correctly to punctuate speech.
- Writing legibly and fluently with increasing speed.
- Using similes and metaphors to describe.
- Identifying possessive pronouns.

### **In Mathematics we will be working on:**

- Counting in multiples of 6, 7, 9, 25, 1000
- Ordering and compare numbers beyond 1000, recognising place value in 4 digit numbers and finding 1000 more or less than a given number.
- Learning to count back through 0 to include negative numbers.
- Rounding any number to the nearest 10, 100 or 1000.
- Using the column method when adding or subtracting numbers with up to 4 digits.
- Solving addition and subtraction 2-step problems and choose operations. Estimate the answer and check using the inverse.
- Recalling all times tables to 12 x 12 and their linked division facts. Mentally work with factor pairs 144.
- Knowing the effect of multiplying and dividing by zero and 1. Multiply together three single digits.
- Multiplying 2 or 3-digit numbers by 1-digit, using formal written methods (grid and ladder).
- Dividing 2 or 3-digit numbers by 1-digit, using formal written methods (chunking method)
- Solving two-step problems using the 4 main operations.
- Solving addition and subtraction 2-step problems and choose operations.
- Estimating the answer and checking using the inverse.
- Dividing a 1 or 2-digit number by 10 or 100 to create a decimal number, identifying the value of the digits in the answer.
- Finding the area of straight-sided shapes by counting.

### **Science**

In the first half term we will be learning about Changing States, observing how solids, liquids and gases can change by:

- Comparing and grouping materials together, according to whether they are solids, liquids or gases.
- Identifying the properties of water – solid, liquid and a gas.
- Observing that some materials change state when they are heated. Measure and research the temperature at which this happens.

In the second half term we will be learning about electricity. We will create circuits and investigate the necessity of electricity in today's modern world by:

- Identifying common appliances that run on electricity.
- Constructing a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Recognising that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognising some common conductors and insulators, and associate metals with being good conductors.

In **Computing** our topic is programming software. We will learn how to:

- Open Scratch on the laptop/computer
- Create an algorithm for an animated scene in the form of a storyboard.
- Write a program to create an animation.
- Improve and edit a program (Debug their programs)
- Use Powerpoint to create a slideshow (design background, transition slides and animate text and pictures)
- Understand different forms of input and output (such as sensors, switches, lights and motors).
- Design, write and debug the control and monitoring program for a toy.

## **Geography**

We will carry out in depth learning about The United Kingdom, learning to:

- Name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers.
- Describe & understand key aspects of physical geography, including rivers and mountains.
- Use smaller scale aerial views.
- Use oblique aerial views.

## **History**

We will study the Anglo-Saxons, we will learn to:

- Develop an understanding of grouping periods of time in history into decades and centuries.
- Explain that events from the past have helped shape our lives.
- Appreciate that artefacts from the past are helping us build an accurate picture of people's lives in history.
- Know people in the past cooked, travelled and worshipped differently than we do.
- Develop an understanding of grouping periods of time in history into decades and centuries.

## **Art**

We will be using the local environment and London as a stimulus for the following learning:

- Use different grades of pencil (2B, 3B, 4B, 6B, HB) to show different tones and texture using marks and lines. I can also use pastels and charcoal.
- Identify the effect of light and start to show this in my drawings.
- Create accurate drawings of whole people including proportion and placement.
- Review what I and others have done and say what I think and feel about it.

## **Design and Technology**

Through learning how to make Anglo-Saxon villages and shields we will:

- Come up with at least one idea about how to create a product.
- Work at the product even though the original idea might not have worked.
- Show a good level of expertise when using a range of tools and equipment.
- Measure carefully.
- Attempt to make my product strong.
- Take other people's ideas into account when designing.
- Begin to explain how to improve an original design.
- Take time to consider how an idea could be improved.
- Suggest some improvements and say what was good and not so good about a design.

## **Music**

We will be exploring these themes throughout the year in different contexts:

- Describing music using musical vocabulary, Pitch, Duration, Dynamics, Tempo, Timbre, Texture, and Structure.
- Performing a part within a simple group performance in simple time, 2,3, 4.
- Improving work.
- Performing from memory, confidently either as a soloist, or in a small group.
- Beginning to sing in harmony within a song, with expression, shape and with awareness of others.
- Evaluating how venue, occasion and purpose affects the way music is created, performed and heard.
- Learning to play tuned percussion in 3 and 4 time.

## **P.E.**

Through invasion games we will learn to:

- Use a range of techniques when passing.
- Change direction and speed when dribbling the ball.
- Show growing consistency and control in games.
- Play with greater speed and flow.
- Keep and use the rules they are given.
- Suggest how rules can be changed to improve the game.
- Adapt rules in agreement with others.
- Use a range of tactics to keep possession of the ball to attack and goal.
- Use knowledge they have learnt to make up suitable warm up activities.
- Know and explain tactics and skills they are confident with and use well in games.
- Choose different ways of practising these skills and tactics.
- Describe the help they need to improve play.

In the second half of the term, through dance, the pupils will learn simple routines and devise, perform and evaluate their own dance sequences.

- Think about character and narrative ideas and respond through movement.
- Use different ideas to create motifs using unison and canon.
- Practise and combine more complex phrases.
- Describe and interpret dance movements using appropriate vocabulary.
- Suggest how dance and performances can be improved.

## **French**

We will be using the Rigolo programme through the topics of 'Encore!'; and 'Quelle heure est-il?' to:

- Understand messages and dialogue
- Have a short conversation saying 3 or more things
- Read and understand a short text using familiar language
- Show understanding of short passages made up from familiar language
- Say what I like/dislike about a familiar topic.

## **PSHE**

- We will work on stepping up to the new challenges of moving to a new year group and on taking responsibility for our own learning. We will also focus on how we can show the following attitudes and dispositions both at school and in our daily lives: being curious and keen to learn, being a team player, being a good listener, being 'fit and healthy', being spatially aware, keeping calm and being a good role model, being responsible, have a good sense of humour and being honest.

## WHAT WILL I BE DOING AT SCHOOL THIS TERM?

An overview of some of the work being carried out in Year4 during the Spring term

In **R.E.** our topics are:

### **Community**

We will explore what it means to belong to a community, and reveal how ministries in the Parish reach out to the wider community.

### **Giving and Receiving**

We will explore giving and receiving in everyday life, and reveal how the Eucharist, in its different parts, challenges us and enables us to live and grow in communion.

### **Self-Discipline**

We will explore the notion that self-discipline is important, and reveal how, through the season of Lent and during Holy Week, we grow to new life through self-discipline.

**Themes: 'France'**

### **In English we will be working on:**

- Planning and writing our own texts to suit a specific audience, which accurately reflects the purpose.
- Identifying and using a variety of determiners in our writing.
- Using fronted adverbials and adverbial phrases correctly in our writing,
- Knowing what a subordinate clause is and using them in a complex sentence.
- Using commas to show subordinate clauses.
- Spelling words with specific spelling patterns e.g. sion/tion/cian, ch as in choir, ous, etc.
- Ensuring our writing is imaginative.
- Developing and organising ideas around a theme in paragraphs or sections.
- Using exciting and interesting words which suit the text type to engage our reader.
- Writing in the style of an author or poet who has been studied.
- Ensuring our writing is clear.
- Writing a satisfying ending.
- Proof reading for spelling, punctuation and grammar errors.
- Reading writing aloud, using a range of strategies.
- Using the correct words when discussing my writing.
- Using connectives for cohesion across a text (e.g. firstly, secondly).
- Using prepositional phrases, added to the determiner, noun and adjective, to write expanded noun phrases.
- Writing consistently with neat, legible joined handwriting.
- Experimenting with layout when writing (e.g. newspapers, poetry)
- Editing our own work.
- Spelling words containing prefixes and suffixes from the Year 4 wordlist.
- Using exciting and interesting words which suit the text type to engage my reader.
- Writing expanded noun phrases by adding prepositional phrases to the determiner, noun and adjectives.
- Writing legibly and fluently with increasing speed.
- Using commas to show fronted adverbials.

- Taking a view point in my writing.
- Using similes and metaphors to describe.
- Identifying possessive pronouns.
- Spelling common homophones.
- Understanding the difference between plural and possessive 's'.

**In Mathematics we will be working on:**

- Relating fraction notation to division.
- Find common equivalent fractions.
- Dividing a 1 or 2-digit number by 10 or 100 to create a decimal number. Identifying the value of the digits in the answer.
- Counting up/down in hundredths, knowing that  $1/100$  is the same as  $1/10/10$ .
- Recognising and showing, using diagrams, families of common equivalent fractions.
- Rounding decimals with one decimal place to the nearest whole number.
- Comparing and ordering numbers with up to two decimal places.
- Recognising and writing decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  and any number of tenths and hundredths.
- Dividing a 1 or 2-digit number by 10 or 100 to create a decimal number. Identifying the value of the digits in the answer.
- Solving problems that involve converting between different units of measure, including money and time to two decimal places.
- Reading, writing and converting time between analogue and digital clocks including 24 hour.
- Estimating and reading time to the nearest minute.
- Solving problems involving conversion between hours to minutes, minutes to seconds, years to months, weeks to days.

**In Science** in our topic Sound and Hearing, we will be learning:

- How sounds are made, associating some of them with something vibrating.
- How vibrations reaching your ear drum are heard as sound.
- How vibrations travel better through some materials than others.
- How vibrations travel faster through solids than gases.
- That vibrations from sounds travel through a medium to the ear.
- That sounds get fainter as the distance from the sound source increases.
- How to find patterns between the pitch of a sound and features of the object that produced it.
- How to find patterns between the volume of a sound and the strength of the vibrations that produced it.
- How to set up practical investigations and fair tests.
- How to make systematic and careful observations and where appropriate, take accurate measurements.
- How to record findings using simple scientific language.
- How to report on findings from enquiries.
- How to use scientific evidence to answer questions.

**In Computing** through the unit of 'We are Musicians' the children will learn to:

- Record a sound and play it back.
- Predict what a simple program will do and test those predictions.
- Use technology safely and respectfully.
- Understand how to use sequences in programs.

Through the unit of 'We are HTML editors' the children will learn to:

- Understand the physical hardware connections necessary for computer networks to work.
- Understand some features of internet protocols.
- Have a basic understanding of how domain names are converted to IP addresses.
- Understand some diagnostic tools for investigating network connections, ie ping, ipconfig and tracert commands.

## **Geography**

Through our topics of France we will:

- Begin to understand scale and distance on a map, using and applying mathematical skills.
- Describe key aspects of human geography including types of settlement and land use, economic activities and the distributions of some natural resources of the country studied.
- Understand the geographical similarities and differences through the study of human and physical geography of a region in France.
- Use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns.
- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

## **History**

Through our topic of 'France' we are learning about key events in the French Revolution. We will:

- Develop an appreciation that war is a historical constant. I know that they are often associated with religion, invasion and empire building.
- Appreciate that artefacts from the past are helping us build an accurate picture of people's lives in history.
- Plot recent history on a timeline using centuries.
- Compare two versions of the same historical events. Comparing two historical sources to understand POV.

## **Art**

In the first half term we will look at various European artists. We will:

- Look and discuss own work and that of other artists. (Matisse and Degas)
- Look at various artists creation of pattern and discuss their effects (Matisse and Degas)
- Create mood in painting. (Matisse and Degas)
- Experiment with different styles which artists have used.
- Organise line, tone, shape and colour to represent figures and forms in movement. (Degas)
- Show facial expressions and body language in my drawings.

## **Design and Technology**

In the second half of the term, we will learn about food technology linked to our theme of France.

We will:

- Know what to do to be hygienic and safe.
- Think about what I can do to present my product in an interesting way.
- Take other people's ideas into account when designing.
- Produce a plan and explain it to others.
- Suggest some improvements and say what was good and not so good about a design.

## **Music**

We will be rehearsing and performing the Easter production as well as continuing with:

- Describing music using musical vocabulary, Pitch, Duration, Dynamics, Tempo, Timbre, Texture, and Structure.
- Performing a part within a simple group performance in simple time, 2,3, 4.
- Improving work.
- Performing from memory, confidently either as a soloist, or in a small group.

## **P.E.**

Through the area of gym, we will learn to:

- Work with a partner to make a short sequence on the floor, mats and apparatus.
- Devise routines of stretching exercises that prepare gym work.
- Make simple assessments of performance based on criteria given by the teacher.
- Refine sequences and other's work.
- Offer constructive ideas when working with a partner.

We will also be swimming all term.

## **French**

Through the units 'Le fetes' and 'Ou vas-tu?' we will:

- Read and understand a short text using familiar language
- Understand messages and dialogue
- Use a bilingual dictionary/ glossary to look up new words
- Use phrases to give a personal response
- Read independently
- Identify and give a personal response on a passage

## **PSHE**

We will focus on the following attitudes and dispositions both at school and in our daily lives: being confident, being able to accept losing, being aspirational, being proud of what they are able to do, being happy and positive, being spiritual and showing 'awe and wonder of the world,' being self-aware, show initiative, being a good friend and being unselfish – putting others first.



## WHAT WILL I BE DOING AT SCHOOL THIS TERM?

An overview of some of the work being carried out in Year 4 during the Summer term  
In **R.E.** our topics are:

### **New Life**

We will explore how good news brings life and happiness, and reveal how the new life of the Easter message is spread through the power of the Holy Spirit.

### **Building Bridges**

We will explore how bridges of friendship are built, broken and mended and reveal the importance of admitting wrong and being reconciled with one another and with God, through the Sacrament of Reconciliation.

### **God's People**

We will explore the lives of ordinary people who have done extraordinary things, and reveal how different saints show people what God is like.

### ***Theme: 'Africa'***

#### **In English we will be working on:**

- Planning and writing my own texts to suit a specific audience, which accurately reflects the purpose.
- Ensuring our writing is imaginative.
- Developing and organising ideas around a theme in paragraphs or sections.
- Using exciting and interesting words which suit the text type to engage our reader.
- Writing in the style of an author or poet who has been studied.
- Ensuring our writing is clear.
- Proof reading for spelling, punctuation and grammar errors
- Editing our own work.
- Writing in Standard English (e.g. not using slang).
- Using fronted adverbials and adverbial phrases correctly in my writing.
- Using similes and metaphors to describe.
- Identifying possessive pronouns.
- Using inverted commas correctly to punctuate speech.
- Spelling words with specific spelling patterns e.g. sion/tion/cian, ch as in choir, ous, etc.
- Spelling common homophones.
- Writing consistently with neat, legible joined handwriting.
- Identifying and using a variety of determiners in our writing.
- Knowing what a subordinate clause is and using it in complex sentences.
- Writing a satisfying ending.
- Using commas to show subordinate clauses.
- Using commas to show fronted adverbials.
- Using connectives for cohesion across a text (e.g. firstly, secondly)
- Writing legibly and fluently with increasing speed.
- Knowing what a conjunction is and using it to create compound and complex sentences.
- Taking a view point in writing.
- Understanding the difference between plural and possessive 's'.
- Spelling words containing prefixes and suffixes from the Year 4 wordlist.
- Using prepositional phrases, added to the determiner, noun and adjective, to write expanded noun phrases.

### **In Mathematics we will be working on:**

- Finding the area of straight-sided shapes by counting squares.
- Measure and calculate perimeters in centimetres and metres.
- Identifying and comparing the sizes of acute and obtuse angles.
- Identify lines of symmetry in 2D shapes in different orientations. Complete drawings.
- Comparing and classifying geometric shapes, including quadrilaterals and triangles based on properties and sizes.
- Plotting specified points and drawing sides to complete a given polygon.
- Describing positions as coordinates in the first quadrant.
- Describing simple translation.
- Interpreting and presenting discrete and continuous data in various ways, including bar charts and time graphs.
- Solving comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- Solving problems that involve converting between different units of measure, including money and time to two decimal places.
- Being able to read and write Roman numerals to 100. Understanding the origin of zero and how place value came about.

### **Science**

Our topic is 'Living Things' which will focus specifically on African animals. We will learn to:

- Describe the functions of the basic parts of the digestive system in humans.
- Recognise that animals can be grouped in a variety of ways.
- Construct and interpret a variety of food chains, identifying predators, producers and prey.
- 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.

In **Computing**, we will be covering the unit: 'We are co-authors' and ' We are meteorologists'. The children will be learning to:

- Use the copy and paste functions on the keyboard and select text or pictures using the mouse: ctrl c    ctrl v to paste.
- Use the snipping tool to copy pictures from the internet to an Office document.
- Format my copied images by right clicking on them and selecting the wrap text button and selecting square to move the image around the document.
- Create and use a text box to use in an office document.
- Know what to do if I encounter pictures that cause concern.
- Use BOLD, ITALICS and the underline button and keyboard shortcuts in Word.
- Format my work correctly using appropriate font sizes.
- Use Word for a variety of purposes e.g History report or science experiment write up.
- Understand how to open, compose and send an email with attachments.
- Locate and load up previously saved work from saved documents.
- Use Microsoft Excel to produce bar charts and a table of results.
- Use Windows Media Player to create a small movie using images and recordings.
- Capture an image/ video on a camera.
- Use a simple variable.
- Write for a target audience using a wiki tool.
- Develop collaboration skills.
- Develop proofreading skills.

## **Geography**

Linked with our theme of 'Africa' we will learn about the different types of landscapes in Africa. With a focus on the desert, the savannah, the rivers, the highlands, and the forests and wetlands, we will:

- Use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns.
- Describe & understand key aspects of physical geography, including rivers and mountains.
- Begin to understand scale and distance on a map, using and applying mathematical skills.
- Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.
- Name and locate the Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- Ask and answer geographical questions about the physical and human characteristics of a location.
- Apply the vocabulary of other subjects such as maths and science when describing geographical features and processes.
- Communicate geographical information in a variety of ways, including through maps and writing at length

## **History**

Through learning about the history of a civilisation – Benin, we will:

- Place periods of history on a timeline showing periods of time.
- Develop an appreciation that war is a historical constant. I know that they are often associated with religion, invasion and empire building.
- Know people in the past cooked, travelled and worshipped differently than we do.
- Research the life of a child in history.
- Know people in the past cooked, travelled and worshipped differently than we do.
- Appreciate that artefacts from the past are helping us build an accurate picture of people's lives in history.
- Compare two versions of the same historical events.
- Give more than one reason to support a historical argument.
- Explain that events from the past have helped shape our lives.

## **Art**

We are linking our learning to our theme of 'Africa' by producing bronze plaques of the Obas showing their importance. We will:

- Use sketchbooks to keep notes about the purpose of work.
- Explain art from other periods of history.
- Create an accurate print design.
- Review what we have done and say what we think and feel about it.

## **Design and Technology**

We will develop and refine our sewing skills, creating pieces of work linked to our theme of 'Africa'. We will:

- Think about what the user would want when choosing textiles
- Explain how to join things in a different way
- Use earlier learnt skills (sewing using different stitches, sewing on detail, quilting etc) as part of a project.
- Use previously learned stitches in our work.
- Think about how to make a product strong.

- Devise a template.
- Use a range of advanced techniques to shape and mould.
- Use finishing techniques showing an aware of audience.
- Know if a finished product is going to be of good quality.
- Be conscious of the need to produce something that will be liked by others.
- Evaluate a product thinking of both appearance and how it works.
- Take time to consider how I could have made my idea better.

## **Music**

Continuing with the themes as they apply to our topics.

## **P.E.**

Through the two units of 'Athletics' we will:

- Develop the ability to use simple tactics in different situations.
- Know and describe the short term effects of exercise on the body.
- Describe and evaluate the effectiveness of performances.
- Consolidate and improve the quality, range and consistency of the techniques used for specific activities.
- Develop the ability to choose and use simple tactics and strengths in different situations.
- Describe how the body reacts to different types of activities.
- Describe and evaluate the effectiveness of performance and recognise aspects that need improving.

We will be developing and refining the skills associated with fielding and striking. We will:

- Choose where to stand successfully as a fielder.
- Choose and use battering or throwing skills to make the game harder for opponents.
- Strike a ball with intent and throw it more accurately when bowling/fielding
- Work well for a team to make it harder for the batter.
- Know the demands that specific activities make on our bodies.
- Know the importance of warming up.
- Describe what is a successful in our own and other's play.
- Identify the parts of their performance that need improving and suggest how to achieve this.
- Experiment with a wide range of actions individually, with a partner or in a group.
- Show understanding or warming up and cooling down and do it independently.

## **French**

Through the use of C'est et moi ca – A French picture book, we will:

- Show understanding of short passages made up from familiar language
- Understand messages and dialogue
- Identify give a personal response on a passage
- Have a short conversation saying 3 or more things
- Read independently
- Read and understand a short text using familiar language
- Use a bilingual dictionary/ glossary to look up new words
- Write 2-3 sentences on a familiar topic

## **PHSE**

We will focus on the following attitudes and dispositions both at school and in our daily lives: being kind and gentle, being polite and well mannered, being caring and thoughtful of others; showing empathy, being determined, resilient and persevere, being independent, being unselfish putting other people first, being able to lead others, being able to laugh at self, being prepared for the challenges of society and being 'a guardian of the world.'

## **SRE**

We will be looking at the following areas as part of an ongoing programme of Sex and Relationship Education (SRE) within our school. These topics cover some elements of Science and some elements of Personal, Social and Health Education (PSHE).