

## Autumn Term : Year 4 2023/24

	Autumn 1 <sup>st</sup> half						Autumn 2 <sup>nd</sup> half						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>English</b>	<p><b>Text: Small in the City by Sydney Smith</b>  <b>Writing outcomes:</b> Text, free verse poem, descriptive lost poster, narrative  <b>Grammar:</b> Noun phrases, paragraphs and conjunctions  <b>Spelling:</b> Words ending 'sure', words from statutory spelling list</p>			<p><b>Text: Escape from Pompeii by Christina Balit</b>  <b>Writing outcomes:</b> Setting and character descriptions, recounts, own narrative  <b>Grammar:</b> noun phrases, articles and determiners, using dialogue  <b>Spelling:</b> Suffixes from year 2, prefixes un and dis and words from the statutory word list.</p>			<p><b>Text: The Wolves in the Walls by Neil Gaiman</b>  <b>Writing outcomes:</b> Persuasive letter, diary entry, narrative  <b>Grammar:</b> Subordinating conjunctions, noun phrases, fronted adverbials and direct speech  <b>Spelling:</b> Prefixes 'in-', 'il-', 'im-' and 'ir-', words from statutory and personal word lists</p>			<p><b>Text: Ice Palace by Robert Swindells</b>  <b>Writing outcomes:</b> Letter of explanation, explanation text, diary entry  <b>Grammar:</b> Noun phrases, coordinating conjunctions and subordinating conjunctions, pronouns  <b>Spelling:</b> Words with the /eɪ/ sound spelt 'i', 'eigh' or 'ey'. Words with the /j/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou', words from statutory and personal spelling lists and adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p>			
<b>Guided Reading</b>	I was There: Boudica's Army by Hilary Mckay						Fierce, Fearless and Free by Lari Don						
<b>Maths (White Rose Scheme)</b>	<p><b>Number: Place Value</b>                      Represent and partition numbers to 1,000                      Number line to 1,000                      Thousands                      Represent and partition numbers to 10,000 (with flexible partitioning)                      Find 1, 10, 100 and 1,000 more or less                      Use a number line and estimate to 10,000                      Compare and order numbers to 10,000                      Roman numerals                      Round to the nearest 10, 100 and 1,000</p>			<p><b>Number: Addition and Subtraction</b>                      Add and subtract 1s, 10s, 100s and 1,000s                      Add up to two 4-digit numbers – no exchange                      Add two 4-digit numbers (one exchange and more than one change)                      Subtract two 4-digit numbers (no exchange, one exchange and more than one exchange)</p>			<p><b>Number: Addition and subtraction</b>                      Efficient subtraction                      Estimate answers                      Checking strategies</p>		<p><b>Measurement: Area</b>                      What is area?                      Count squares                      Make shapes                      Compare areas</p>		<p><b>Number: Multiplication and Division A</b>                      Multiples of 3                      Multiply and divide by 6 and 9                      The 6 and 9 times tables and division facts                      Multiply and divide by 7                      7 times-tables and division facts                      11 and 12 times-table and division facts                      Multiply by 1 and 0                      Divide a number by 1 and itself                      Multiply three numbers</p>		<b>Consolidation</b>
<b>Science</b>	<p><b>States of Matter</b>                      Compare and group materials together, according to whether they are solids, liquids or gases                      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)                      Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>						<p><b>Animals, including humans</b>                      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>						
<b>History / Geography</b>	History: What impact did the Romans have on Britain?						Geography: How and why is my local environment changing?						
<b>Computing</b>	<p><b>Computing Systems and Networks – The Internet</b>                      Apply knowledge and understanding of networks, to appreciate the internet as a network of networks.                      Learn that the World Wide Web is part of the internet, who owns content and what they can access, add, and create.                      Evaluate online content to decide how honest, accurate, or reliable it is</p>						<p><b>Creating Media – Audio Editing</b>                      Examine devices capable of recording digital audio.                      Discuss the ownership of digital audio and copyright.                      Use Audacity to produce a podcast, editing their work, adding multiple tracks, and opening and saving the audio files.                      Evaluate their work and give feedback to their peer</p>						
<b>Religion and Worldviews</b>	Are all religions equal?						How can books also be teachers?						

<p><b>PSHE</b></p>	<p>Safety Circles &amp; Internet Safety activities</p> <p><b>Rights, Rules &amp; Responsibilities</b> Citizenship:</p> <ul style="list-style-type: none"> <li>• Respect and authority</li> <li>• Rules and conventions at school and home</li> </ul>	<p>Anti-bullying week activities.</p> <p><b>Anti-bullying</b> Myself and My Relationships:</p> <ul style="list-style-type: none"> <li>• Defining and understanding what bullying is</li> <li>• Building positive and safe relationships</li> </ul> <p><b>Diversity and Communities</b> Citizenship:</p> <ul style="list-style-type: none"> <li>• Personal and family identities</li> <li>• Understanding communities</li> </ul>	
<p><b>E-Safety (Project Evolve)</b></p>	<p><b>Privacy and Security</b> Describe strategies for keeping personal information private, depending on context. Explain that internet use is never fully private and is monitored, e.g. adult supervision. Describe how some online services may seek consent to store information about me Know how to respond appropriately and who I can ask if I am not sure Know what the digital age of consent is and the impact this has on online services asking for consent</p>	<p><b>Online Reputation</b> Describe how to find out information about others by searching online. Explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p><b>Online Bullying</b> Recognise when someone is upset, hurt or angry online Describe ways people can be bullied through a range of media (e.g. image, video, text, chat). Explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation)</p>	
<p><b>Art / DT</b></p>	<p><b>Art: Sculpture inspired by Alexander Calder</b></p>	<p><b>DT: Cooking and nutrition: Making soup</b> (Solids, Liquids and Gases) <b>Art: Sketching Skills (Y4.1)</b></p>	
<p><b>French</b></p>	<p><b>Rigolo 1 - Unit 7 – Encore!</b> Describe people / Describe someone’s nationality / Use a range of adjectives.</p>	<p><b>Rigolo 1 - Unit 8 – Quelle heure est-il?</b> Use present tense verbs to describe activities / Express the time / Talk about what time you do activities.</p>	
<p><b>PE (indoor)</b></p>	<p><b>Gym – Principles of Balance</b></p>	<p><b>Gym – Principles of Balance</b></p>	<p><b>Dance – Cold Places</b></p>
<p><b>PE (outdoor)</b></p>	<p><b>Games - Invasion Games – Ball on the Ground – Football / Floor Ball passing</b></p>	<p><b>Games - Invasion Games – Ball on the Ground – Football / Floor Ball passing</b></p>	<p><b>Outdoor and Adventurous Activities – Co-operation, Communication and Consideration</b></p>
<p><b>Music</b></p>	<p><b>Singing: Class choir</b></p>	<p><b>Performing: Recorders 3</b></p>	
<p><b>Visits/experiences</b></p>	<p><b>Visit to Colchester Castle: The Romans</b></p>	<p><b>Author Visit</b></p>	

Spring Term : Year 4 2023/24

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<b>English</b>	<p><b>Text: Egyptian Cinderella by Shirley Climo</b>  <b>Writing outcomes:</b> Diary writing and narrative  <b>Grammar:</b> Noun phrases and conjunctions  <b>Spelling:</b> The /g/ sound spelt 'gu', words with endings like /tʃə/ spelt '-ture'</p>			<p><b>Text: The Story of Tutankhamun by Patricia Cleveland-Peck</b>  <b>Writing outcomes:</b> Diary, instructions, non-chronological reports  <b>Grammar:</b> Conjunctions, apostrophes, fronted adverbials  <b>Spellings:</b> Homophones and personal spellings</p>			<p><b>Text: Mufaro's Beautiful Daughters by John Steptoe</b>  <b>Writing outcomes:</b> Thought bubble (monologue), setting description, diary entry  <b>Grammar:</b> Co-ordinating conjunctions, direct speech, subordinating conjunctions  <b>Spelling:</b> Strategies at the point of writing, Prefixes 'anti-' and 'inter-', Strategies for learning words: selected words from statutory and personal spelling lists</p>			<p><b>Text: Sensational! poems about the senses selected by Roger McGough</b>  <b>Writing outcomes:</b> A range of poems based on the senses  <b>Grammar:</b> Word classes and language features revision  <b>Spelling:</b> Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion', Strategies for learning words: words from statutory and personal spelling lists</p>					
<b>Guided Reading</b>	See Inside Ancient Egypt by Rob Lloyd Jones				From a Railway Carriage by Robert Louis Stevenson		A Dollop of Ghee and a Pot of Wisdom by Chitra Soundar								
<b>Maths (White Rose Scheme)</b>	<p><b>Number: Multiplication and Division B</b>                      Introducing factor pairs and using them                      Multiply by 10 and 100                      Divide by 10 and 100                      Related facts – multiplication and division                      Informal methods for multiplication                      Multiply a 2-digit and 3-digit number by a 1-digit number                      Divide a 2-digit and 3-digit number by a 1-digit number                      Correspondence problems                      Efficient multiplication</p>			<p><b>Measurement: Length and Perimeter</b>                      Measure in kilometres and metres                      Equivalent lengths (km and m)                      Perimeter on a grid, of a rectangle and rectilinear shapes                      Find missing lengths and calculate the perimeter of rectilinear shapes                      Perimeter of regular polygons                      Perimeter of polygons</p>		<p><b>Number: Fractions</b>                      Understand the whole                      Count beyond 1                      Partition a mixed number                      Numbers lines with mixed numbers</p>	<p><b>Number: Fractions</b>                      Compare and order mixed numbers                      Understand improper fractions                      Convert mixed numbers to improper fractions                      Convert improper fractions to mixed numbers                      Find equivalent fractions on a number line                      Equivalent fraction families                      Add fractions, two or more fractions and mixed numbers                      Subtract two fractions, fractions from whole amounts and mixed numbers</p>			<p><b>Number: Decimals</b>                      Tenths as fractions and decimals                      Tenths on a place value chart and on a number line                      Divide a 1-digit and 2-digit number by 10                      Hundredths as fractions and decimals                      Hundredths on a place value chart                      Divide a 1-digit or 2-digit number by 100</p>					
<b>Science</b>	<p><b>Animals, including humans (Continued)</b>                      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>			<p><b>Sound</b>                      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>						<p><b>Sound (Continued)</b>                      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>					
<b>History / Geography</b>	History: What was the civilisation of Ancient Egypt like? How did it compare to other ancient civilisations?						Geography: Why do some earthquakes cause more damage than others?								
<b>Computing</b>	<p><b>Programming A – Repetition in Shapes</b>                      Create programs by planning, modifying, and testing commands to create shapes and patterns.                      Use Logo, a text-based programming language, to look at repetition and loops in programming.</p>						<p><b>Data and Information – Data Logging</b>                      Consider how and why data is collected over time.                      Consider how computers can use special input devices called sensors to monitor the environment.                      Collect data as well as access data captured over long periods of time, looking at data points, data sets, and logging intervals.                      Review and analyse data. Pose questions and use data loggers to automatically collect the data needed to answer those questions</p>								
<b>Religion and Worldviews</b>	Just how important are our beliefs?						Who was Jesus?								

<p><b>PSHE</b></p>	<p><b>Financial Capability</b> Economic wellbeing:</p> <ul style="list-style-type: none"> <li>• Ways to earn and spend money</li> <li>• Impact of choices</li> </ul>		<p><b>Drug Education</b> Healthy and Safer Lifestyles:</p> <ul style="list-style-type: none"> <li>• Medical and legal drugs</li> <li>• Safety rules and risky items</li> </ul>	
<p><b>E-Safety (Project Evolve)</b></p>	<p><b>Online Relationships</b> Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. Explain how content shared online may feel unimportant to one person but may be important to other people’s thoughts feelings and beliefs. <b>Self-image and identify</b> Explain how my online identity can be different to my offline identity.</p>		<p><b>Self-image and identify</b> Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. <b>Health, wellbeing and lifestyles</b> Explain how using technology can be a distraction from other things, in both a positive and negative way. Identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p>	
<p><b>Art/DT</b></p>	<p><b>DT: Mechanical systems (linkages and levers): Pop-up book pages (Egyptians)</b> <b>Art: Sketching Skills (Y4.2)</b></p>		<p><b>Art: Drawing with scissors inspired by Matisse</b></p>	
<p><b>French</b></p>	<p><b>Rigolo 1 - Unit 9 – Les fêtes</b> Talk about festivals and dates / Count from 31-60 / Give and understand instructions.</p>		<p><b>Rigolo 1 - Unit 10 – Où vas-tu?</b> Recognise French cities / Ask and answer where you are going / Give and understand basic directions / Describe the weather</p>	
<p><b>PE (indoor)</b></p>	<p><b>Dance – Cold Places</b></p>	<p><b>Gym – Rotation</b></p>	<p><b>Gym – Rotation</b></p>	
<p><b>PE (outdoor)</b></p>	<p><b>Outdoor and Adventurous Activities – Co-operation, Communication and Consideration</b></p>	<p><b>Games - Net Games - Tennis</b></p>	<p><b>Games - Net Games - Tennis</b></p>	
<p><b>Music</b></p>	<p><b>Improvising / Composing</b></p>		<p><b>Singing: Musical theatre</b></p>	
<p><b>Visits/experiences</b></p>	<p><b>Visit to Fitzwilliam Museum - Ancient Egyptians</b></p>		<p><b>Year 3/4 production</b></p>	

## Summer Term : Year 4 2023/24

	Summer 1 <sup>st</sup> half						Summer 2 <sup>nd</sup> half							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
<b>English</b>	<b>Text: The King Who Banned the Dark by Emily Haworth-Booth</b> <b>Writing Outcomes:</b> letter of advice, persuasive letters, persuasive posters and adverts, persuasive leaflets. <b>Grammar:</b> Plural and possessive s, sentence types, conjunctions for subordination <b>Spelling:</b> Words with the /s/ sound spelt 'sc' (Latin in origin): Endings that sound like/zən/ spelt 'sion', words from statutory and personal spelling lists			<b>Text: Fox by Margaret Wild</b> <b>Writing Outcomes:</b> description, thought bubble, narrative (sequel) <b>Grammar:</b> Noun phrases, plural and possessive s, pronouns, direct speech, fronted adverbials <b>Spelling:</b> Apostrophes, homophones, words from statutory list			<b>Text: The Lost Word by Robert McFarlane and Jackie Morris</b> <b>Writing Outcomes:</b> Poems, descriptions, acrostic poem <b>Grammar:</b> word classes, fronted adverbials, nouns and verbs <b>Spelling:</b> Suffix '-ous', Prefixes, Strategies for learning words.			<b>Text: The Barnabus Project by The Fan Brothers</b> <b>Writing Outcomes:</b> Non-chronological reports, persuasive adverts, newspaper report <b>Grammar:</b> Conjunctions, paragraphs, noun phrases, direct speech <b>Spelling:</b> Suffix 'ly' added to words ending in 'y', 'le' and 'ic', revision of this terms work.				
<b>Guided Reading</b>	I Ate Sunshine for Breakfast by Michael Holland						Old Possum's Book of Curious Cats by TS Elliot							
<b>Maths (White Rose Scheme)</b>	<b>Number: Decimals B</b> Make a whole with tenths and hundredths Partition decimals (flexibly) Compare and order decimals Round to the nearest whole number Halves and quarters as decimals		<b>Measurement: Money</b> Write money using decimals Convert between pounds and pence Compare amounts of money Estimate and calculate with money Solve problems with money		<b>Measurement: Time</b> Years, months, weeks and days Hours minutes and seconds Convert between analogue and digital times Convert to and from the 24 hour clock		<b>Consolidation activities</b>		<b>Geometry: Shape</b> Understand angles as turns Identify, compare and order angles Triangles Quadrilaterals Polygons Lines of symmetry Complete a symmetric figure		<b>Statistics</b> Interpret charts Comparison, sum and difference Interpret and draw line graphs		<b>Geometry: Position and direction</b> Describe position using coordinates Plot coordinates Draw 2D shapes on a grid Translate and describe translations on a grid	
<b>Science</b>	<b>Electricity</b> 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 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 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors						<b>Living Things and their habitats</b> 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							
<b>History / Geography</b>	<b>History: How has the role of the monarch changed since Tudor times? (Thematic)</b>						<b>Geography: Why are jungles so wet and deserts so dry?</b>							
<b>Computing</b>	<b>Creating Media – Photo Editing</b> Develop understanding of how digital images can be changed and edited, and how they can then be resaved and reused. Consider the impact that editing images can have, and evaluate the effectiveness of their choices.						<b>Programming B – Repetition in Games</b> Explore the concept of repetition in programming using the Scratch environment. Look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Design and create a game which uses repetition, applying stages of programming design throughout.							
<b>Religion and Worldviews</b>	<b>Why is the Bible the best-selling book of all time?</b>						<b>Does the language of scripture matter?</b>							

<p><b>PSHE</b></p>	<p><b>Personal Safety</b> Healthy and Safer Lifestyles:</p> <ul style="list-style-type: none"> <li>• Feeling safe and sharing worries</li> <li>• Bodily autonomy</li> </ul>		<p><b>Managing Change</b> Myself and My Relationships:</p> <ul style="list-style-type: none"> <li>• Changes now and in the future</li> <li>• Emotions linked to loss and change</li> </ul> <p><b>Relationships and Sex Education</b> Healthy and Safer Lifestyles:</p> <ul style="list-style-type: none"> <li>• Being grown up</li> <li>• Caring families</li> </ul>	
<p><b>E-Safety (Project Evolve)</b></p>	<p><b>Managing Online Information</b> Analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p>		<p><b>Managing Online Information</b> Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. Explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be Explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. <b>Recap elements of E-safety based on need.</b></p>	
<p><b>Art / DT</b></p>	<p><b>DT: Electrical systems: Buzzer games (Electricity)</b> <b>Art: Sketching Skills (Y4.3)</b></p>		<p><b>Art: Flower paintings inspired by Georgia O'Keefe</b></p>	
<p><b>French</b></p>	<p><b>Rigolo 1 - Unit 11 – On mange!</b> Identify food items / Ask what someone wants/say what you want / Ask/say how much something costs / Talk about activities at a party / Give opinions about activities and food.</p>		<p><b>Rigolo 1 - Unit 12 – Le cirque</b> Give the names of some French-speaking countries / Discuss the languages we speak / Identify items of clothing / Use colour adjectives to describe clothing.</p>	
<p><b>PE (indoor)</b></p>	<p><b>Gym – Rotation</b></p>	<p><b>Dance – Rugby &amp; the Haka</b></p>	<p><b>Dance – Rugby &amp; the Haka</b></p>	
<p><b>PE (outdoor)</b></p>	<p><b>Athletics – Pentathlon</b></p>		<p><b>Athletics – Pentathlon</b></p>	<p><b>Water safety Refresher (2 lessons)</b></p>
<p><b>Music</b></p>	<p><b>Composing</b></p>		<p><b>Reading Notation: Recorders 4</b></p>	
<p><b>Visits/experiences</b></p>	<p><b>Visit to Wicken Fen</b></p>			