

Maths - Place Value

Children will:

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000 ☐
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000

Addition and Subtraction

- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

English

Core texts

"The Wild Robot" – Peter Brown

"Flood" – Alvaro F Villa

"The River" – Valerie Bloom (poetry)

Reading

- develop positive attitudes to reading and understanding of what they read
- listen to and discussing a wide range of fiction and poetry
- use dictionaries to check the meaning of words that they have read
- identify themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

We will also be developing our skimming and scanning skills by looking at some test-style reading questions throughout the term.

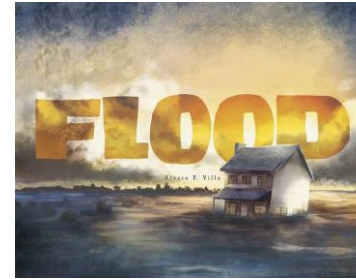
Year 4 - Orcas

Term 1

Core Subjects

What are rivers and how are they used?

Key texts:



Writing:

Children will plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Children will draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

Grammar, punctuation and spelling

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- use the present perfect form of verbs in contrast to the past tense
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials

Handwriting

- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Use the diagonal and horizontal strokes needed to join letters.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- increase the legibility, consistency and quality of their handwriting

Geography — What are rivers and how are they used?

Children will:

- Identify water stores and processes in the water cycle.
- Describe the three courses of a river.
- Name the physical features of a river.
- Name some major rivers and their location.
- Describe different ways a river is used.
- List some of the problems around rivers.
- Describe human and physical features around a river.
- Identify the location of a river on an OS map.
- Make a judgement on the environmental quality in a river environment.
- Make suggestions on how a river environment could be improved.

Art - Drawing: exploring tone, texture and proportion

Children will:

- Create a three-dimensional effect by using contrasting tones to show light and dark.
- Combine lines and marks to represent different textures.
- Use lines and marks in different ways to represent dark and light areas (tone).
- Represent the size of one object relative to another.
- Show texture in a collage.

Music

Children will:

- explore changes in pitch, tempo and dynamics based around the theme of rivers

Computing – Computing Systems and Networks – The Internet

Children will:

- learn that the World Wide Web is part of the internet.
- Explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create.

Online safety: Cyberbullying



Year 4
Term 1

Foundation subjects

What are rivers and how are they used?

P.E. - Fundamentals (indoors, Mondays) and Golf (outdoors, Thursdays)

- Master basic movements including running, jumping, throwing and catching.
- develop flexibility, strength, technique, control and balance



PSHE – Being me in the world

Children will:

- Explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others.
- Learn about roles in school and how to contribute to their community.
- Explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas.
- Consider how rewards and consequences influence behaviour and practise empathy.
- Understand how responsible choices and participation benefit their school community.

This year, RSHE learning will be integrated into PSHE lessons.

R.E.- What Kind of world did Jesus want?

Throughout our RE topic we will explore the following questions:

- How does 'fishers of men' apply to Christians today?
- What Is an evangelist?
- How did and does Jesus want people to act?
- What does the good Samaritan teach Christians?
- What kind of world did Jesus want?

Science – Sound

In this unit pupils will be taught to:

- 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.

Working Scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate
- gathering, recording, classifying and presenting data in a variety of ways to help in
- answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations or presentations of results and conclusions