



English

Composition

- To plan writing by discussing writing similar to that which they're planning to write, in order to understand and learn from its structure, vocabulary and grammar.
- To plan writing by discussing and recording ideas.
- To draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and range of sentence structures from English Appendix 2.
- To draft and write by organising paragraphs around a theme.
- To draft and write non-narrative material, using simple organisational devices.
- To evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements.
- To evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.
- To proof read for spelling and punctuation errors – including the use of the apostrophe for possession, speech punctuation and the comma for fronted adverbials.
- To confidently read our own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, Grammar & Punctuation

- To understand the grammatical difference between the plural and the possessive –s.
- To use the standard English forms for the verb inflections instead of the local spoken forms.
- To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.
- To use fronted adverbials.
- To use paragraphs to organise ideas around a theme.
- To make an appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.
- To use inverted commas and other punctuation to indicate direct speech.
- To use inverted commas to mark plural possession.
- To use commas after fronted adverbials.
- To understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.

Handwriting

- To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- To increase the legibility, consistency and quality of their handwriting.

Spelling – See Appendix 2

Reading – See Guided Reading Plans

Maths

Autumn 1

- To count backwards through zero to include negative numbers.
- To count in multiples of 6, 7, 9, 25 and 1000.
- To add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction, where appropriate.
- To estimate and use inverse operations to check answers to a calculation.
- To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- To read, write & convert time between analogue and digital 12- and 24- hour clocks.

Autumn 2

- To recall multiplication and division facts for tables up to 12x12.
- To recognise and use factor pairs and commutativity in mental calculations.
- To multiply 2-digit and 3- digit numbers by a 1-digit number using formal written layout.
- To measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.
- To interpret and present discrete and continuous data using appropriate graphical methods, including: bar charts, time graphs

History

- To place periods of History on a timeline showing periods of time.
- To use mathematical skills to round up time differences into centuries and decades.
- To explain how events from the past has helped shape our lives.
- To appreciate that wars happen throughout time and are often associated with invasion, conquering and religious differences.
- To know that weapons used were different to ours.
- To appreciate how items found belonging in the past build up an accurate picture of how people lived.
- To research two different versions of the same event and say how they differ.
- To give more than one reason to support an argument.
- To communicate knowledge both orally and in writing.

Geography

- To find a given place on a globe and in an atlas.
- To describe the physical differences between villages and cities.
- To explain why people are attracted to live in cities.

Science

- To compare and group materials together, according to whether they are solids, liquids or gases.
- To explain what happens to materials when they are heated or cooled.
- To measure and research the temperature at which different materials change state in degrees Celsius.
- To use measurements to explain changes to the state if water.
- To understand and identify the processes of the water cycle.
- To associate the rate of evaporation with temperature.

'Working Scientifically' is to be embedded in lessons throughout the topic.

Computing

- To design and create digital content
- To -use a variety of software to accomplish given goals
- To design programs that accomplish specific goals
- To debug programs that accomplish specific goals
- To select and use internet services
- To understand the opportunities computer networks offer for communication
- To identify a range of ways to report concerns about content and contact
- To use technology respectfully
- To recognise acceptable/unacceptable behaviour
- To design programs that accomplish specific goals
- To debug programs that accomplish specific goals
- To use repetition in programs
- To use search technologies effectively
- To work with various forms of input
- To work with various forms of output

Music

- To explain the silence and say what effect it has on the music
- To identify the character of a piece of music
- To describe and identify the different purposes of the music

Samba



Year 4 Autumn Topic Puzzle The Romans

Languages

PSHE
New Beginnings
Say No to Bullying

RE
Diwali
Christianity

Trips

- Marchants Hill
- Freshwater Theatre – Roman Day

PE - Rising Stars Curriculum input

- **Gymnastics:** To work in a controlled way; To include a change of speed and direction; To include a range of shapes; To follow a set of 'rules' to produce a sequence; To work with a partner to create, repeat and improve a sequence with at least three phases.
- **Outdoor/ Adventurous:** To follow a map in a more demanding familiar context; To move from one location to another using a map; To use clues to follow a route; To follow a route accurately, safely and within a time limit. (Marchants Hill)
- **Football Skills** (Agility and Co-ordination)
- **Basketball and Netball Skills** (Throwing and Catching)

Coach (Outdoor)

Art

- To begin to show facial expressions and body language in their sketches.
- To identify and draw simple objects, using marks and lines to produce texture.
- To organise line, tone, shape and colour to represent figures and forms in movement.
- To show reflections.

Design

- To show a good level of expertise when using a range of tools and equipment.
- To explain my choices of materials.
- To create a ceramic mosaic.
- To combine visual and tactile qualities.