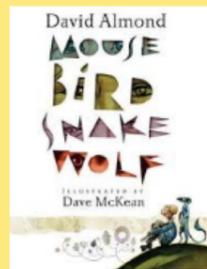


English

Mouse, Bird, Snake, Wolf – Description, Writing in Role, Playscript



Chicks – Information Leaflet

Cross – Curricular project – Persuasive Letter

Please Mrs Butler - Poetry



Maths

Place Value & Roman Numerals

Read Roman numerals to 100 and understand that over time, the numeral system changes to include the concept of zero and place value

Fractions

Recognise and show, using diagrams, families of common equivalent fractions
Add and subtract fractions with the same denominator

Geometry: Position & Direction

Describe positions on a 2D grid as coordinates in the first quadrant

Measures: Area

Find the area of rectilinear shapes by counting squares

Multiplication & Division

Divide two digit and three digit numbers by a one digit number using formal written layout with no remainder

Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; multiplying three numbers together

Place Value

Find 1000 more or less than a given number

Addition & Subtraction

Consolidate: Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate

Geometry: 2D Shape

Identify lines of symmetry in 2D shapes presented in different orientations
Complete a simple symmetric figure with respect to a specific line of symmetry

Multiplication & Division - Decimals

Find the effect of multiplying a number with up to two decimal places by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

Consolidate and Assess



COOPERS LANE PRIMARY SCHOOL

YEAR 4 CURRICULUM

SPRING TERM TOPIC PUZZLE

HOME IS WHERE THE HEART IS



History

Chronological Understanding

Can they plot recent history on a timeline using centuries?
Can they place periods of history on a timeline showing periods of time?
Can they use their mathematical skills to round up time differences into centuries and decades?

Knowledge & Interpretation

Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?

Historical Enquiry

Can they research two versions of an event and say how they differ?
Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
Can they give more than one reason to support an historical argument?
Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

Geography

Geographical Enquiry

Can they carry out a survey to discover features of cities and villages?
Can they find the same place on a globe and in an atlas?
Can they label the same features on an aerial photograph as on a map?
Can they plan a journey to a place in England?
Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)?

Physical Geography

Can they describe the main features of a well-known city?
Can they describe the main features of a village?
Can they describe the main physical differences between cities and villages?
Can they use appropriate symbols to represent different physical features on a map?

Human Geography

Can they explain why people are attracted to live in cities?
Can they explain why people may choose to live in a village rather than a city?
Can they explain how a locality has changed over time with reference to human features?
Can they find different views about an environmental issue? What is their view?
Can they suggest different ways that a locality could be changed and improved?
Geographical Knowledge
Can they locate the Tropic of Cancer and the Tropic of Capricorn?
Do they know the difference between the British Isles, Great Britain and UK?
Do they know the countries that make up the European Union?
Can they name up to six cities in the UK and locate them on a map?
Can they locate and name some of main islands that surround the UK?
Can they name the areas of origin of the main ethnic groups in the UK & in their school?

Science

Living Things & their Habitats

Can they recognise that living things can be grouped in a variety of ways?
Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)
Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric)
Do they recognise that environments can change and this can sometimes pose a danger to living things?

Electricity

Can they identify common appliances that run on electricity?
Can they construct a simple series electric circuit?
Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?
Can they 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?
Can they recognise that a switch opens and closes a circuit?
Can they associate a switch opening with whether or not a lamp lights in a simple series circuit?
Can they recognise some common conductors and insulators?
Can they associate metals with being good conductors?

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

Computing

Digital Literacy

Can they select and use Internet services?
Do they understand the opportunities computer networks offer for communication?
Can they identify a range of ways to report concerns about content and contact?
Can they use technology respectfully?
Do they recognise acceptable and unacceptable behaviour?

Computer Science

Can they design programs that accomplish specific goals?
Can they debug programs that accomplish specific goals?
Do they use repetition in programs?

Music

Performing

Can they perform a simple part rhythmically?
Can they sing songs from memory with accurate pitch?

***Composing (inc. notation)**

Can they use standard notation?
Can they use notations to record compositions in a small group or on their own?
Can they use their notation in a performance?

Appraising

Can they explain the place of silence and say what effect it has?
Can they start to identify the character of a piece of music?
Can they describe and identify the different purposes of music?
Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?

Samba

**To be taught in the terms Samba is not*

PE (Rising Stars – Mighty Movers & Dance)

Acquiring & developing skills

Can they select and use the most appropriate skills, actions or ideas?
Can they move and use actions with co-ordination and control?

Evaluating & improving

Can they explain how their work is similar and different from that of others?
Can they use their comparison to improve their work?

Health & fitness

Can they explain why warming up is important?
Can they explain why keeping fit is good for their health?

Gymnastics

Can they work in a controlled way?
Do they work with a partner to create, repeat and improve a sequence with at least three phases?

Dance

Can they work on their movements and refine them?
Can they respond imaginatively to a range of stimuli related to character and narrative?
Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group?
Can they refine, repeat and remember dance phrases and dances?
Can they perform dances clearly and fluently?
Can they show sensitivity to the dance idea and the accompaniment?
Do they show a clear understanding of how to warm-up and cool-down safely?
Do they describe, interpret and evaluate dance, using appropriate language?

OUTDOOR PE- HARRY BOYS



**Year 4
Autumn Topic Puzzle
Home Is Where the Heart Is**

Home Learning Opportunities

Art

Drawing

Can they identify and draw simple objects, and use marks and lines to produce texture?
Can they organise line, tone, shape and colour to represent figures and forms in movement?
Can they show reflections?
Can they explain why they have chosen specific materials to draw with?

Use of IT

Can they present a collection of their work on a slide show?
Can they create a piece of art work which includes the integration of digital images they have taken?
Can they combine graphics and text based on their research?

Sketch Books

Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?
Do they use their sketch books to adapt and improve their original ideas?
Do they keep notes about the purpose of their work in their sketch books?

Knowledge

Can they experiment with different styles that artists have used?

DT

Have they thought of how they will check if their design is successful?
Can they begin to explain how they can improve their original design?
Can they evaluate their product, thinking of both appearance and the way it works?

Do they take time to consider how they could have made their idea better?
Can they tell if their finished product is going to be good quality?

Are they conscience of the need to produce something that will be liked by others?
Can they show a good level of expertise when using a range of tools and equipment?

Do they work at their product even though their original idea might not have worked?
Have they thought of how they will check if their design is successful?

Can they begin to explain how they can improve their original design?
Can they evaluate their product, thinking of both appearance and the way it works?

Do they take time to consider how they could have made their idea better?
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Electrical and mechanical components

Can they add things to their circuits?
How have they altered their product after checking it?

Are they confident about trying out new and different ideas?

Stiff and flexible sheet materials

Can they measure carefully so as to make sure they have not made mistakes?