

Year 4: Autumn Term (First Half)

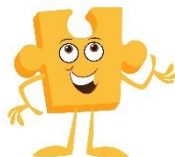
English

- Discuss words & phrases that capture the imagination
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
- Recognise a variety of forms of poetry
- Identify & summarise ideas
- Use VIPERS to ask and answer questions about texts
- Plan writing based on familiar forms
- Organise writing into paragraphs
- Evaluate own and others' writing
- Write narratives with a clear beginning, middle and end with a clear plot
- Create detailed settings, characters and plot
- Use inverted commas to punctuate direct speech
- Use conjunctions to link clauses (BOYS sentences)
- Express time, place and cause using conjunctions (BOYS sentences)
- Choose pronouns or nouns appropriately within a sentence to avoid ambiguity (verb, person sentences)
- Spelling – homophones, the prefixes in-, il-, ir-, sub- inter-, suffix -ation, Year 3/ 4 word list

PSHE / Jigsaw

"Being Me in My World"

- Becoming a class team
- Being a school citizen
- Rights, responsibilities and democracy
- Rewards and consequences
- Our learning charter
- Owning our learning charter



Art



Drawing and sketchbooks:

- Explore the work of artists who tell stories through imagery.
- Respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts.
- Work in a sketchbook to record ideas and thoughts generated by looking at other artists' work
- Use line, shape, and colour using a variety of materials to test my ideas
- Identify and draw the effect of light
- Confidently use a wider range of pencil techniques such as stippling, scumbling, smudging and blending
- Use hatching and cross hatching to show tone and texture
- Share work with others and talk about the learning journey and outcome
- Appreciate the work of classmates and think about similarities and differences between work

Maths



- Multiples of 6, 7, 9, 25, 1000
- 1000 more/less
- Count backwards through zero including negative numbers
- Place value of 4 digits
- Order/compare beyond 1000
- Identify/represent/estimate representations of numbers
- Round to 10/100/1000
- Problem solving using the above
- Roman numerals to 100

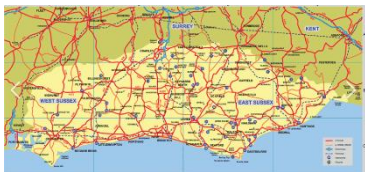
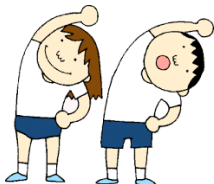
RE



Gospel – What kind of world did Jesus want?

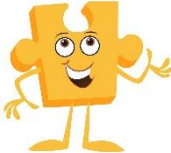
- Know that Christians believe that through his teachings, Jesus challenges everyone about the way they live.
- Know that Jesus' first disciples left their jobs and families to follow Jesus.
- Know that it is claimed that Jesus could heal a leper and that by doing this, Christians believe

Design Technology

	that He showed love for those that others ignore. Relate Jesus' mission to the activities of the local church and of Christian charities. Know that people of other faiths and of none also run charity work.	
Science (Electricity) - 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 some common conductors and insulators, and associate metals with being good conductors - Set up simple enquiries - Make systematic observations - Record findings using labelled diagrams and tables - Use results to draw simple conclusions - Know some key scientists and inventors associated with electricity	Geography Is West Sussex the best county? - use some OS symbols. - offer explanations for the location of some human and physical features in different localities. - offer reasons for some of my observations and judgements about places. - use 8 points of a compass and 4-figure grid references to build knowledge of the UK and locate features on a map. - locate and name some of the main counties and cities in England and around Sussex. - identify some key topographical features of the UK. - compare regions of the UK. - describe and understand types of settlements in modern Britain: villages, towns, cities- compared to types of settlements in Saxon Britain. 	Music Musical motifs Describe what a staff is and how to use it. Name and play the notes C to G using the staff. Recognise and read notes on the staff while playing. Follow the notes in the correct order shown on the staff. Describe what a motif is. Explain the effect different pitches can have on a listener in a motif. Match motifs to characters based on the pitches heard. Draw notes accurately on the staff. Follow the notes on a staff whilst playing a short motif. Follow notation on a staff when performing. Perform a motif in a small group. 
Computing (The Internet) - Describe how networks physically connect to other networks - Recognise how networked devices make up the internet - Outline how websites can be shared via the World Wide Web - Describe how content can be added and accessed on the World Wide Web	History French	PE Racket and Ball Skills - Develop hitting the ball using a forehand - Develop returning the ball using a forehand - Develop the backhand and understand when to use it - Work co-operatively with a partner to keep a continuous rally going 

• Recognise how the content of the WWW is created by people • Evaluate the consequences of unreliable content 	• Recognise and name some important parks (<i>jardins</i>) in Paris from photographs and videos. • Listen to and respond to greetings. • Understand many classroom instructions. (e.g. “<i>Croisez les bras!</i>” “<i>Asseyez-vous correctement!</i>”) • Recognise and understand masculine animal names. • Ask and answer questions about names: <i>Comment tu t'appelles? Je m'appelle</i> 	• Use simple tactics in a game to outwit an opponent • Demonstrate honesty and fair play when competing against others Dance • Copy and create actions in response to an idea and be able to adapt this using changes of space • Choose actions which relate to the theme. • Develop a dance using matching and mirroring. • Develop a dance phrase and perform as part of a class performance.
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Year 4: Autumn Term (Second Half)

English	PSHE / Jigsaw	Art
• Discuss words & phrases that capture the imagination • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • Recognise a variety of forms of poetry • Identify & summarise ideas • Use VIPERS to ask and answer questions about texts • Plan writing based on familiar forms • Organise writing into paragraphs • Use simple organisational devices • Vary sentence openers (2 pairs sentence, 3 – ed sentence, 3 –ing sentence) • Use fronted adverbials with commas • Evaluate own and others' writing • Spelling – suffixes –sion, -ly, -ous; the sh sound spelled ch; Year 3 /4 word list	<u>“Celebrating Difference”</u> • Judging by appearance • Understanding influences • Understanding bullying • Problem solving • What is special about me • Celebrating difference • Anti-bullying week 	

Maths • 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 operation to use and why 	RE  Gospel – What kind of world did Jesus want? • Know what a parable is and retell the parable of the Good Samaritan. Use my knowledge built through this and previous units as well as collective worship to answer the questions: “What kind of world did Jesus want? How do we know?”, referring to Scripture in my answer. Leading KS2 Carol Service 	Design Technology (Electrical systems) • Explain what ACCESS FM stands for and how to use it • Evaluate existing electronic toys • Create a step by step plan of how to make an electronic toy • Show how to refer to step-by-step instructions while making the toy • Justify the materials used but show awareness in evaluation if a more suitable material would have been better • Show prior knowledge of methods of joining when considering the most suitable for the product.
Science (Electricity) • 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 • Set up simple enquiries • Make systematic observations • Record findings using labelled diagrams and tables • Use results to draw simple conclusions 	Geography French • Ask and answer questions about which animals are in a location: <i>Qu'est-ce qu'il y a dans le jardin? Il y a...</i> • Know that the digraph 'in' or 'un' in a French word is a nasal vowel, so the 'n' is silent. • Know that the final consonant in a French word is usually silent, but that there are exceptions e.g. <i>un ours</i> • Know that an adverb of place identifies where the action is taking place and that when it opens a sentence (e.g. “<i>Dans le jardin,...</i>”) it should be followed by a comma	Music (Kapow - Samba) • Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil • Clap on the off beat (the 'and' of each beat) and be able to play a syncopated rhythm • Play a rhythm in time with the rest of their group • Play a break in time with the rest of a group and play in the correct place in the piece • Play in time and with confidence; accurately playing a break 
Computing (Programming – repetition in shapes) • Identify that accuracy in programming is important	History	PE Hockey: • Develop sending and receiving the ball with accuracy and control. • Develop the attacking skill of dribbling

- Create a program in a text-based language
- Explain what 'repeat' means
- Modify a count-controlled loop to produce a given outcome
- Decompose a program into parts
- Create a program that uses count-controlled loops to produce a given outcome



**What did the earliest civilisations have in common?
What were the achievements of Ancient Egypt and what did they lead to?**



- Continue to develop chronologically secure knowledge of history
- Begin to understand how knowledge of the past is constructed from a range of sources
- Begin to construct informed responses to enquiry questions by selecting relevant historical information
- Similarity and difference: begin to describe the social, cultural, religious and ethnic diversity of ancient civilisations
- Significance: begin to identify historically significant people and events in Ancient Egypt

- Develop dribbling to beat a defender.
- Use defending skills to delay an opponent and gain possession
- Apply attacking skills to move towards goal and find space
- Apply skills and knowledge to compete in a tournament

Dance:

- Develop movement vocabulary
- Improvise to a given stimulus
- Create a duet and compose within a group
- Develop movement using changes of levels, direction and space
- Evaluate own and others' performance