

ENGLISH

Class novel: Letters from the Lighthouse – Emma Carroll; The Nowhere Emporium – Ross Mackenzie. **Class picture book:** Here We Are - Oliver Jeffers

Writing composition – balanced argument; recount; letter; explanation text; poetry; narrative – short story (mystery and suspense)

Spoken Language: role play and drama to explore character's decisions and relationships.

Poetry: Never Just a Book, Joshua Seigal; 'Twas the Night before Christmas, Clement Clarke Moore

Reading – AR, Whole Class (Guided) and Shared.

Grammar – apostrophe for contraction, word classes, commas to clarify, conjunctions, relative clause, adverbials, sentences: speech; subject/object/predicate, parenthesis

Spellings & handwriting – **CEW: A1:** occur, accompany, according, achieve, aggressive, forty, ancient, apparent, occupy, thorough **A2:** symbol, system, temperature, committee, environment, government, communicate, accommodate, embarrass, rhyme, rhythm. **SCODE SPELLING: A1** - /sh/ sound, coded *sh, ch, ti, si, ssi, ci* - including curriculum words; *shoulder, competition, dictionary, explanation, pronunciation, conscience, conscious, ancient, sufficient, appreciate, especially*; Hip homophones - *stationary/stationery*; Superb suffixes; *ous, cian* **A2** - /ul/ sound, coded *-le, -al, -el, -il, ul* - including curriculum words; *vehicle, muscle, vegetable, available, individual, symbol, prejudice*; Hip homophones - *complement/compliment, principle/principal, bridle/bridal, angle/angel*; Word endings - *able/ible*; Superb suffixes - *-al, -ful*; Powerful prefixes - *ultra, multi*.

GEOGRAPHY

Would you like to live in the desert? – as geographers we will:

- Identify the lines of latitude where hot desert biomes are located.
- Describe the characteristics of a hot desert biome.
- Locate the largest deserts in each continent.
- Describe ways the Mojave Desert is used.
- Name and describe the physical features found in a desert.
- Identify how humans use the desert.
- Explain how human activity may contribute to the changing climate and landscape of a desert.
- Recognise that the Mojave Desert has a different time zone to us.
- Describe some of the threats to deserts.
- Give the benefits and drawbacks of living in a desert environment.
- Identify characteristics of two contrasting biomes.
- Discussing if a desert environment is hospitable and why.

HISTORY

What was the impact of WW II on the people of Britain? – as historians we will:

- Identify the causes of World War 2.
- Identify the different phases in the Battle of Britain.
- Make inferences and deductions about a photograph.
- Describe how children may have felt when evacuated.
- Evaluate the accuracy and reliability of sources.
- Describe the impact WW2 had on women's lives.

MATHEMATICS:

NUMBER – Place Value: read, write, order and compare numbers to at least 1,000,000/10,000,000 & determine the value of each digit. Count forwards/ backwards in steps of powers of 10 for numbers up to 1000000. Negative numbers in context, count forwards & backwards with positive and negative whole numbers & calculate intervals across zero. Round up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000. Solve number/practical problems that involve all of the above. Read Roman numerals to 1000 (M) including years. **Addition & Subtraction:** perform mental calculations, including mixed operations & large numbers. Add & subtract whole numbers with more than 4 digits, including using formal written methods. Use rounding & estimation to check answers. Solve addition and subtraction problems in contexts, deciding which operations and methods to use and why. **Multiplication and Division:** multiply and divide numbers mentally & by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors and prime numbers. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method – long and short. Divide numbers up to 4 digits by a one/two-digit number using the formal written method of short/long division & interpret remainders as whole number remainders, fractions, or by rounding as appropriate. Use BI/ODMAS to carry out calculations. Solve problems involving all four operations. **Statistics:** solve comparison, sum and difference problems using information in a line graph. Interpret and construct pie charts and line graphs and use to solve problems. Complete, read & interpret information in tables including timetables. Illustrate and name radius, diameter & circumference and know that the diameter is twice the radius in circle. Calculate the mean as an average. **Fractions:** Name, compare and order fractions whose denominators are multiples of the same number, are > 1 , equivalent fractions of a given fraction, tenths and hundredths. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Recognise and convert between mixed numbers and improper fractions; all 4 operations with fractions; associate a fraction with division and calculate decimal fraction



Autumn 2026.27 Class 4



SMSC

Developing good relationships and respecting differences between people. Service & Generosity.

RE

Why are some places in the world significant to believers?

Exploring why some places are significant to some religions and what they can tell us about beliefs and culture using maps, images and texts.

Creation and Science – conflicting or complementary? Creation/Fall - Showing understanding of why many Christians find science and faith go together.

What kind of king is Jesus? Kingdom of God - Exploring what a better world would be like and finding out about some people who have made a difference to the world.

PE

Invasion games – Tag Rugby Dance Gymnastics Sports Hall Athletics

MUSIC

Blues – as musicians we will be introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose.

Songs of World War 2 – we will also be developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.

SCIENCE

Materials: Properties and changes

As scientists, we will investigate hardness, transparency and conductivity, explore how these properties influence material uses, study reversible changes like dissolving and changes of state and compare them to irreversible changes like rusting, burning and mixing vinegar with bicarbonate of soda.

Forces and space: Unbalanced forces

We will also build on our knowledge of contact and non-contact forces whilst exploring gravity, friction, air resistance and water resistance, consider the effects of unbalanced forces, plan investigations and test ideas using models to create the most effective pulley system.

COMPUTING

Programming 1: Scratch: Music

Spreadsheets Computing systems: Websites, search and storage

ART

Sculpture and 3D: Interactive installation - As artists, we will be using the inspiration of historical monuments and modern installations. We will plan by researching and drawing a sculpture to fit a design brief. We will investigate scale, the display environment and possibilities for viewer interaction with our pieces.

DT

Mechanical Systems - As designers, we will investigate and explore mechanical systems (gears, pulleys, chassis, axles and wheels) and use this knowledge to design and construct our own space vehicle.

French

French transport – Learning transport-related vocabulary and constructing sentences using parts of the verb 'aller' with prepositions.

In my French house - Learning about the fascinating world of different homes; exploring different types of houses and building vocabulary and pronunciation skills; describing homes and neighbourhoods in French.