

Year 4	Autumn 1	Autumn 2
<b>Maths</b>	<p><b>Place Value</b>  Represent numbers to 1,000  Partition numbers to 1,000  Number line to 1,000  Represent numbers to 10,000  Partition numbers to 10,000  Flexible partitioning of numbers to 10,000  Find 1, 10, 100, 1,000 more or less  Number line to 10,000  Estimate on a number line to 10,000  Compare numbers to 10,000  Order numbers to 10,000  Roman numerals  Round to the nearest 10  Round to the nearest 100  Round to the nearest 1,000</p> <p><b>Addition and Subtraction</b>  Add and subtract 1s, 10s, 100s and 1,000s  Add up to two 4-digit numbers – no exchange  Add two 4-digit numbers – one exchange  Add two 4-digit numbers – more than one exchange  Subtract two 4-digit numbers – no exchange  Subtract two 4-digit numbers – one exchange  Subtract two 4-digit numbers – more than one exchange  Efficient subtraction  Estimate answers  Checking strategies</p>	<p><b>Addition and Subtraction</b>  (completed from Autumn 1)</p> <p><b>Area</b>  What is area?  Count squares  Make shapes  Compare areas</p> <p><b>Multiplication and Division</b>  Multiples of 3  Multiply and divide by 6  6 times-table and division facts  Multiply and divide by 9  9 times-table and division facts  The 3, 6 and 9 times-tables  Multiply and divide by 7  7 times-table and division facts  11 times-table and division facts  12 times-table and division facts  Multiply by 1 and 0  Divide a number by 1 and itself  Multiply three numbers</p>
<b>English</b>	<p><b>Matchbox Diary</b>  <b>Writing to Inform and Writing to Persuade</b></p> <ul style="list-style-type: none"> <li>• If / then sentences</li> <li>• Some / others sentences</li> <li>• Plural and possessive s (including using an apostrophe)</li> <li>• Prepositional noun phrases</li> <li>• Paragraphs</li> </ul>	<p><b>The Lion the Witch and the Wardrobe</b>  <b>Writing to Inform and Writing to Entertain</b></p> <ul style="list-style-type: none"> <li>• Relative embedded clauses</li> <li>• Fronted adverbials</li> <li>• Direct speech</li> </ul>

<b>Science</b>	<b>Animals Including Humans (digestion)</b> <ul style="list-style-type: none"> <li>• Know that proteins are good for growth, carbohydrates</li> <li>Know that food passes through the body with the nutrients being extracted and the waste products excreted, and that this process is called digestion.</li> <li>• Know that the process of digestion involves breaking complex foodstuffs into simpler building blocks that can be absorbed by the body</li> <li>• Digestion begins with food being chewed in the mouth by the teeth and saliva added</li> <li>• Humans have three types of teeth – incisors, canines and molars – and that these each perform different functions</li> <li>• Know that food is squeezed down the Oesophagus towards the stomach in a wave-like action called peristalsis</li> <li>• Know that the stomach releases acid and enzymes to continue breaking down the food; the stomach is an organ; an organ is a part of living thing that is self-contained and has a specific important job</li> <li>• Know that the small intestine adds more enzymes and then absorbs the nutrients</li> <li>• Know that the large intestine absorbs water from the undigested food</li> <li>• Undigested food is stored in the rectum before being excreted through a muscle called the anus</li> <li>• Know that a food chain traces the path of energy through a habitat</li> <li>• Know that all energy for a food chain initially comes from the Sun which is absorbed and turned into energy by plants which are called producers</li> <li>• Know that consumers take in energy by eating</li> <li>• Know that an animal that is eaten by another is called prey, and that an animal that eats other animals is called a predator</li> <li>• Know that the first consumer in a food chain is called a primary consumer, the second is called a secondary consumer and above it is called a tertiary consumer</li> <li>• Know that the arrows in a food chain show the direction that energy is travelling through a habitat</li> </ul>	<b>Living things and their Habitats</b> <ul style="list-style-type: none"> <li>• Know that animals can be grouped based on their physical characteristics(e.g. vertebrates and invertebrates) and based on their behaviour (e.g. herbivores, carnivores and omnivores)</li> <li>• Know that living things are divided into kingdoms: the animal kingdom, plants, fungi, bacteria, and single-celled organisms</li> <li>• Know that a classification key uses questions to sort and identify different living things</li> <li>• Know that changes to the environment can make it more difficult for animals to survive and reproduce; in extreme cases this leads to extinction, where an entire species dies</li> <li>• Know that human activity – such as climate change caused by pollution - can change the environment for many living things, endangering their existence</li> </ul>
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<b>History</b>	<b>The Ancient Roman Empire</b> When did the Romans invade and why? Did the native Britons welcome or resist and why? How did they influence the culture of the people already here? Was Boudica Britain's first hero? Look at Cassius Dio's account and consider how reliable this is.	
<b>Geography</b>		<b>Weather and Climate</b> <ul style="list-style-type: none"> <li>- I can label the water cycle</li> <li>- I can name the four seasons</li> <li>- I can measure temperature</li> <li>- I can observe the weather</li> <li>- I can understand extreme weather</li> <li>- I know what a drought is and what causes it</li> <li>- I know what a flood is and what caused it</li> <li>- I can recognise extreme weather and the countries where these are found</li> <li>- I can explain what causes a tornado/hurricane</li> <li>- I know the effect of a tornado/hurricane</li> <li>- I can name different climate zones around the world</li> <li>- I can name some causes of climate change</li> <li>- I can give reasons for climate change</li> </ul>
<b>Computing</b>	<b>The Internet</b> To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content	<b>Audio Editing</b> To identify that sound can be digitally recorded To use a digital device to record sound To explain that a digital recording is stored as a file To explain that audio can be changed through editing To show that different types of audio can be combined and played together To evaluate editing choices made

<b>RE</b>	<b>Buddhism</b> <b>Is it possible for everyone to be happy?</b> Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Is religion the most important influence and inspiration in everyone's life?	<b>Christianity</b> <b>What is the most significant part of the Nativity story for Christians today?</b> Do sacred texts have to be 'true' to help people understand their religion? Can the arts help to communicate religious beliefs?
<b>Music</b>	<b>Music brings us together - Interesting Time Signatures</b>  <b>Listening and Responding to:</b> Step 1: Hoedown by Joanna Mangona and Pete Readman Step 2: Go Tell It On The Mountain by Unknown Step 3: I'm Always There by Joanna Mangona Step 4: Trick Or Treat by Joanna Mangona and Pete Readman Step 5: Martin Luther King by Chris Madin	<b>How does music connect us with our past? Combining elements to make music</b>  <b>Listening and Responding to:</b>  Step 1: Looking In The Mirror by Joanna Mangona and Chris Taylor Step 2: It's All About Love by Joanna Mangona and Chris Taylor Step 3: Take Time In Life by Unknown Step 4: Perdido by Juan Tizol Step 5: Scarborough Fair by Unknown
<b>Spanish</b>	<b>Welcome to school</b> 1) I can ask and answer several questions about myself 2) I can recall numbers to 10 and classroom instructions 3) I can say and read some numbers between 0 and 20 4) I can remember days of the week and months of the year 5) I can say and write names of rooms in a school 6) I can say and write nouns for some classroom objects	<b>Where I live - Where is ...?</b> 1) I can read and understand useful commands and instructions 2) I can say, understand and write some useful instructions 3) I can say and recognise places in a town 4) I can give simple directions and ask "Where is...?" in Spanish

<b>Art</b>	<b>Degas</b> <ul style="list-style-type: none"> <li>• Consider the lighting and viewpoint of a composition</li> <li>• Considering correct proportions</li> <li>• Using different techniques to create contours in figures</li> <li>• Make informed choices in drawing including paper and media.</li> <li>• Alter and refine drawings and describe changes using art vocabulary.</li> <li>• Collect images and information independently in a sketchbook.</li> <li>• Use research to inspire drawings from memory and imagination.</li> <li>• Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul>	
<b>DT</b>		<b>Mechanical Systems - levers and linkages</b> <b>Moving Picture Book</b> <b>Designing</b> <ul style="list-style-type: none"> <li>• Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.</li> <li>• Use annotated sketches and prototypes to develop, model and communicate ideas.</li> </ul> <b>Making</b> <ul style="list-style-type: none"> <li>• Order the main stages of making.</li> <li>• Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</li> <li>• Select from and use finishing techniques suitable for the product they are creating.</li> </ul> <b>Evaluating</b> <ul style="list-style-type: none"> <li>• Investigate and analyse books and, where available, other products with lever and linkage mechanisms.</li> <li>• Evaluate their own products and ideas against criteria and user needs, as they design and make.</li> </ul> <b>Technical knowledge and understanding</b> <ul style="list-style-type: none"> <li>• Understand and use lever and linkage mechanisms.</li> <li>• Distinguish between fixed and loose pivots.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>

<b>RHSE</b>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>• Explain how different words can express the intensity of feelings.</li> <li>• Explain what we mean by a 'positive, healthy relationship';</li> <li>• Describe some of the qualities that they admire in others.</li> <li>• Recognise that there are times when they might need to say 'no' to a friend;</li> <li>• Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>• Demonstrate strategies for working on a collaborative task;</li> <li>• Define successful qualities of teamwork and collaboration.</li> <li>• Identify a wide range of feelings;</li> <li>• Recognise that different people can have different feelings in the same situation;</li> <li>• Explain how feelings can be linked to physical state.</li> <li>• Demonstrate a range of feelings through their facial expressions and body language;</li> <li>• Recognise that their feelings might change towards someone or something once they have further information.</li> <li>• Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>• Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>	<b>Valuing Differences</b> <ul style="list-style-type: none"> <li>• Define the terms 'negotiation' and 'compromise';</li> <li>• Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> <li>• Understand that they have the right to protect their personal body space;</li> <li>• Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>• Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> <li>• Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>• Give examples of features of these different types of relationships, including how they influence what is shared.</li> <li>• List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>• Recognise potential consequences of aggressive behaviour;</li> <li>• Suggest strategies for dealing with someone who is behaving aggressively.</li> <li>• What would I do?</li> <li>• List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>• Define the word respect and demonstrate ways of showing respect to others' differences.</li> <li>• Understand and identify stereotypes, including those promoted in the media.</li> </ul>
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