

Year 4: Autumn Term

Enterprise – Financial literacy - Moneywise: Pupils will develop the confidence skills and knowledge they need to manage their money now and in the future. Pupils will continue to build on their financial literacy skills and learn how to use accounts and keep money safe. Pupils will learn about lending and borrowing and the potential consequences involved in their decisions. Pupils will learn how to earn money and how money can be used to help others.



| Key Outcomes | Key Outcomes | Key Outcomes |
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| <p>Reading How to Train your Dragon: Children will use this book to infer information about the Vikings. They will investigate the books main theme of not judging a book by its cover and friendship. Beowulf: This story will enable children to further develop their understanding of the Viking era and learn more historical vocabulary from this time. Fireworks- Enid Blyton: Children will study this imagery poem during Bonfire Night celebrations and will work on their intonation, enthusiasm and volume when performing sections of the poem to the class. Who were the Anglo-Saxons: Children will use the non-fiction text to focus on retrieval, text structure and technical vocabulary.</p> | <p>Writing Non- Chronological Reports: Children will research the Anglo-Saxons and Vikings using various sources to help create a detailed non-chronological report about this time in history. Imagery poems: Children will write imagery poems based on the Beowulf story. These poems will center around our own imaginary monsters. Narrative – character description and dialogue: Children will write their own story based on Cressida Cowell’s How to Train Your Dragon. This story will mimic Cowell’s style and will be based around contrasting and conflicting characters. Instructions: Children will produce detailed instructional texts based on how to make a felt bag after making one in DT.</p> | <p>Maths Place value: Children will recognize the place value of each digit in a 4-digit number. They will order, compare and round numbers up to 1000. Children will also read Roman Numerals to 100. Addition, subtraction, multiplication and division- Children will add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. They will recall multiplication and division facts for multiplication tables 6, 7 and 9.</p> |
| <p>Science Electricity – circuits and components: Pupils will identify common appliances that use electricity and the main components of an electric circuit. They will understand how a switch works and they will investigate insulators and conductors. They will work scientifically and record findings using simple language, drawings and keys. Sound – how sound is made: Pupils will investigate how sound is caused by vibrations, how it travels and how it is changed. They will work scientifically by making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including data loggers</p> | <p>Geography Cities and Counties As Geographers we will be recapping on the 4 countries of the United Kingdom and learning about how the countries are split into counties (regions) We will recap on the capital cities of each country and which county they are located in. Children will look in depth at maps which include key topographical features including hills, mountains, coasts and rivers and how some of these aspects have changed over time.</p> | <p>History Anglo Saxons & Scots As Historians we will learn Britain’s settlement by Anglo-Saxons and Scots. From learning about a new period in history, pupils will draw comparisons and contrasts to the Roman Invasions (that perhaps the Anglo-Saxons came to seek better farming land as they came from areas of Europe that flooded regularly and agreed to live harmoniously in settlements). Along with studying the concept of ‘society’ focusing on the similarities and differences between the ages and how they compare to our lives today with a particular focus on the substantive concepts of settlements and technology. The children will learn that similarities and difference can unite people not just divide people using the Anglo-Saxons and Scots as an example. Also, pupils will look at the concept of ‘Power and conflict’ for the first time focusing in on the substantive concepts of invasion and hierarchy.</p> |

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| <p>Computing Internet: Children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p> <p>Creating media – audio production: Children will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p> | <p>Art Collage: coiling Children will study and critique the work of Ashley Chaing, Sena Runa and Jitesh Patel. They will learn the technique to roll paper to create tight and loose coils and shapes, how to layer paper to achieve different effects which will then create a river scene.</p> <p>DT Textiles: design, make and evaluate a bag for the Christmas fair, using cross-stitch to write initials. Parents will be invited in to work with their child.</p> | <p>Character Education Social: Children will be confident of the routines and expectations of the LKS2 phase. They will begin to use their initiative in the classroom routines. They will know what is expected and will be more independent in completing tasks and. They will be given leadership opportunities within the classroom. Through jigsaw they will learn about their own qualities and how they contribute to part of the team. This will be used to foster their own self- belief. Motivated: Children will develop a greater understanding of their strengths will build on these. To learning to play a musical instrument they will need perseverance and determination to overcome any difficulties. Courage will also be promoted in the learning of a dance. They will also need to work collaboratively with others. Children will discuss the need to be motivated and understand what motivates them personally</p> |
| <p>MFL – French Les transports (Transport) This unit introduces transport and children learn how to talk about their journey to school. Children develop their use of feelings and opinions both orally and in writing (including adjectives/conjunctions to extend sentences).. Faire les magasins (Going to the shops) This unit develops knowledge of number further (to 69) and children learn the names (including determiners) for shops in French. Children will listen to a longer passage and develop their ability to pick out key ideas. This leads to a short conversation as part of a shopkeeper/customer role play.</p> | <p>PSHE Being me in my world: Children will learn about becoming a class team, being a school citizen, rights responsibilities and democracy, rewards and consequences, their learning charter and owning their learning charter. Celebrating Differences: Children will learn about judging by appearances, understanding influences, understanding bullying, problem solving, special me and celebrating difference: ‘how we look’.</p> | <p>Music Wider Opportunities Program The Hull Music Service will deliver the teaching and learning opportunities to each pupil over 3 terms. Objectives are sequential and build on knowledge and skill of technical knowledge, knowledge of handling and playing a stringed instrument, reading a musical score and understanding an increasing breadth of musical vocabulary. All teaching and learning focusses on developing pupil confidence, both in technical ability and musical knowledge, to perform with confidence to a large audience.</p> |
| <p>RE Communities This unit provides opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within, and to study a religious community in depth. They will meet with different people, and members of different faiths, to investigate the impact of their beliefs and values on community life. Christmas Children will explore the festival of Christmas focussing on the symbolism of light. It may be useful to consider festivals of light from other faiths alongside Christmas.</p> | <p>PE Netball: children will build upon their knowledge of the fundamental skills of netball, including passing, catching and shooting. They will begin to understand the footwork rules and develop an understanding of basic rules. These skills will then be implemented into small games. Dance: children will respond to stimuli in relation to dance and will develop their own choreography to form part of a routine. They will work on musicality and will then work with a partner to enhance their dance routine. Children will use expressions to represent a character to develop their performance.</p> | |