

English

Reading - Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts that they read. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Justify responses to the text using the PE prompt (Point + Evidence). Prepare for research by identifying what is already known about the subject and key questions to structure the task. Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. Record information from a range of non-fiction texts. Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. Analyse and evaluate how specific information is organised within a nonfiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.

Writing - Secure the use of full stops, capital letters and question marks. Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play. Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, before, after, so. Use commas to mark clauses in complex sentences. Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it. Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction (magazines). Use paragraphs to organise writing in non-fiction texts. Use organisational devices in non-fiction writing, e.g. captions, text boxes. Proofread to check for errors in spelling, grammar and punctuation. Improve writing in light of evaluation.

Physical Education- To continue to develop our throwing and catching skills. We will then apply this to small competitive games which will involve attacking and defending.

PSHE - Friendships

Music

Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Maths

I can recognise Roman Numerals, identify contexts in which they are used and read/write the numbers 1-10 in Roman Numerals. I can read and write Roman Numerals to 100. I can understand place value of each digit in a 4 digit number as well as partition 4-digit numbers into thousands, hundreds, tens and ones and then in different ways. I can read and write numbers in words and numerals. I can round any number to the nearest 10, 100 or 1000. I can round decimals with one decimal place to the nearest whole number. I can solve number/practical problems with numbers up to 10000. I can order and compare numbers beyond 1000, using the signs <, > (and =) to show this comparison.

I can count in steps of 6, 7, 9 from 0. I can count in steps of 25 and 100 from 0; I can explain how the pattern of 25s and 1000s are related to 100s. I can find 1000 more or 1000 less than a given number. I can count backwards from a positive number using negative numbers after 0. I can count forwards and backwards in hundredths, saying the whole number for every ten tenths. I can give the fact family for any multiplication up to 12x12 (or associated division); I can use these families to solve problems. I can find factor pairs of a number using times table facts. I can complete mental calculations using factor pairs to help me.

Science

To explain how electricity is generated.

Identify common appliances that run on electricity.

Recognise electricity sources can be mains or battery. 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.

By observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.

Computing

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use search technologies effectively

Design Technology

Investigate key events and individuals in Design and Technology.

Investigate similar products to the one to be made to give starting points for a design.

Develop more than one design or adaptation of an initial design – research needs of user.

Use prototypes to develop and share ideas – identify the strengths/weaknesses of their design ideas in relation to purpose/user.

Select from techniques for different parts of the process. Select from materials according to their functional properties.

Discuss how well the finished product meets the design criteria of the user.

Can you help?

Can you help your child with:-

- Listening to them read regularly
- Practising their times tables
- Learning their spellings

RE

To describe key features of Hinduism.

To make links between Hindu beliefs and their own.

To compare their own experiences.

To ask important questions about religion and beliefs.

Year 4
Autumn 1

Class - Year 4

Mr Holt