

## English

- To be able to discuss what they know and raise questions, orally and in writing, for further research
- To be able to contribute to a class timeline using information explored.
- To be able to explore articles and discuss the purpose and audience for their magazine article
- To be able to use a dictionary/online dictionary to find definitions of allocated words
- To be able to explore sentences, orally and in writing, with selected subordinating conjunctions, e.g. when, until, before, after, although, since etc.
- To be able to write a letter to a specified audience which includes information that they have researched.
- To be able to proofread their own writing for spelling and punctuation.
- To be able to contribute to a writer's toolkit for magazine articles.
- To be able to test out the writer's toolkit by identifying features and skills in other magazine articles.
- To be able to write an opening paragraph for a magazine article using the words, phrases and rhetorical questions collected.
- **Reading**
- To be able to read texts independently, select key information and make notes about the different aspects
- To be able to answer key questions using the information researched.
- To be able to generate questions from statements, orally and in writing.
- To be able to answer questions linked to the reading domain prompts.
- To be able to identify how information is organised within an infographic text.
- To be able to discuss the structure of the magazine article and understand the sections and paragraphs which will be included.
- To be able to perform their writing to an audience using intonation, tone and volume.
- To be able to participate in a debate by sharing opinions and justifying orally.

## Maths

### Investigating Number System

- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- identify, represent and estimate numbers using different representations
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- order and compare numbers beyond 1000
- round any number to the nearest 10, 100 or 1000
- **Pattern Sniffing**
- Count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- recall multiplication tables up to 12x12
- use factor pairs and commutativity in mental calculations.
- **Solving Calculation Problem**
- Add and subtract up to 4d using formal methods where appropriate
- use inverse operations to check a calculation
- solve addition and subtraction 2-step problems

## 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.

## PSHE – Health & Well Being

**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.

## Music - violin

**RE** To describe key features of Hinduism.

To make links between Hindu beliefs and their own.

To compare their own experiences.

**Class - Year 4**  
**Mrs Jackson**

**Year 4**  
**Autumn 1**

### Can you help?

Can you help your child with:-

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