

## **Maths**

Add a four-digit number and ones/tens/hundreds mentally (up to 10 000). Add a four-digit number and a three-digit number. Add a four-digit number and a four-digit number. Subtract ones/tens/hundreds/thousands from a four-digit number mentally. Subtract a three-digit number from a four-digit number. Subtract a four-digit number from a four-digit number. Interpret a word problem correctly as an addition or subtraction calculation and solve. Solve missing number problems involving addition or subtraction. Estimate the answer to an addition or subtraction calculation. Find the inverse calculation to an addition or subtraction and use it to check an answer.

Use place value to find a related multiplication fact mentally. Use place value to find a related division fact mentally. Multiply three numbers together mentally. Multiply a 2-digit number by a single digit using an informal method. Multiply a 2-digit number by a single digit using a formal method. Multiply a 3-digit number by a single digit using an informal method. Multiply a 3-digit number by a single digit using a formal method. Recognise and solve a simple multiplication word problem.

## **Physical Education-**

Using running and jumping in isolation and in combination. Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics). Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## **RE - How and why might Christians use the Bible?**

This unit investigates how and why Christians use the Bible today and why the Bible is seen as a source of inspirations and authority by many Christians. Pupils should understand that the Bible is not one book but a collection of books, written by different people at different times. They should know that the Bible contains two main sections – the Old Testament (which is the Jewish scriptures) and the New Testament (about Jesus and the early Church). Pupils should explore the idea that the Bible has authority for Christians because it is 'the Word of God', but that Christians have different views about what this means – some take it as a literal truth, whereas others take the liberal view that it contains truths about God and how God wants people to live but that the stories themselves may not be literally true. Pupils should be able to recognise and use specialist terms such as Gospel, parable, literal and liberal. They should also develop their skills in reading and interpreting religious texts. Pupils should also learn about other sources of wisdom and authority that may guide Christians in making moral decisions.

## **English**

**Reading-** Listen to, read and discuss a range of explanation texts.

Orally retell an explanation. Analyse and evaluate texts looking at language, structure and presentation. Analyse and evaluate how specific information is organised within an explanation text.

Explain how paragraphs are used to order an explanation text. Use prefixes to understand meanings e.g. *in-*, *ir-*. Regularly listen to whole novels read aloud by the teacher. Explore the meaning of key vocabulary within the context of the text. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. Use dictionaries to check meanings of words in the texts that they read. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generate questions, find answers, refine thinking, modify questions, construct images. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.

Writing -Explore, identify and create complex sentences using a range of conjunctions.

Discuss and record ideas for planning.

Link ideas across paragraphs.

Generate and select from vocabulary banks to show cause and effect; technical language appropriate to explanations.

Read and analyse narrative.

Proofread to check for errors in grammar (fronted adverbials for when with comma; noun phrases)

Create complex sentences with adverb starters.

Place the possessive apostrophe accurately in words

Introduction to paragraphs as a way to group related material

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

Fronted adverbials

Use of inverted commas and other punctuation to indicate direct speech

## **Science**

To describe the simple functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their simple functions. To find out about what damages teeth and how to look after them.

**Computing-** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## **Geography- Mountains, Volcanoes and Earthquakes.**

To locate the world's countries. To describe and understand key aspects of physical geography: volcanoes and earthquakes. To describe and understand key aspects of human geography: types of settlement and land use, economic activity including trade links. To use world maps, atlases, globes and digital/computer mapping to locate and describe features studied.

## **PSHE - Relationships**

### **Can you help?**

Can you help your child with:-

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

**Year 4**

**Autumn 2**

## **Music**

Lancashire Music service Violins

## **French**

Quelle heure est il?

## **Art**

George Seurat  
Pointillism