| **Year 4 2020-2021** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **RE** | The Bible | Trust in God | Jesus, the Teacher | Jesus, the Saviour | The Early Christians | The Church |
| **English** | Class text Autumn term- The BFG Roald Dahl.<br><br>The BFG by Roald Dahl<br>Descriptive writing of narrative settings and character<br><br>Science link 'being swallowed by a giant'<br><br>Poetry –<br>Shape poems link to the digestive system (science Animals inc. Humans)<br>Michael Rosen 'Chocolate Cake'<br><br>Instructions- Recipe for a dream<br><br>Information text link with History- Hadrian's wall two page spread | Link with History:<br>The Romans – Diary writing/ perspective writing 'A day in the life of a Roman'<br><br>Visual texts:<br>For the birds link with anti-bullying week<br>The present – Narrative writing around the theme 'A change of heart.'<br><br>Poetry – Seasonal Haiku poems Poet – Matsuo Basho<br><br>Traditional Tale – | Class text Spring term- The Lion, The Witch and the Wardrobe by C. S Lewis.<br><br>Audience – text The Black Dog by Levi Pinfold<br>(Writing stories for younger children in Reception)<br><br>Newspaper report writing (Linked with History and Geography – famous mountaineers)<br><br>Traditional Tale – Three Billy Goats Gruff | Literacy shed- Soar<br>Children write their own play scripts and non-chronological reports.<br><br>Poetry – Budapest - 'Billy Collins' and 'Stream School an animated Hungarian poem'<br><br>Explanation text (based on our Geography and Science topics). | Narrative plot and description – Writing narratives to picture book without text. Journey by Aaron Becker.<br><br>Documentary script- Animal habitats (linked to science).<br><br>Persuasive texts – writing and debating argument<br>Coral<br><br>Tin forest | Balanced arguments-<br>Link with Science Habitats - Should we keep animals in zoos?<br><br>Poetry – Odes and insults (writing odes and insults to various foods) Analysis of Shelley's Ode to a Skylark<br><br>Instruction Writing (linked to history-Vikings) guide to how to train a dragon. |
| **English Grammar** | Identifying parts of speech: nouns, adjectives, verbs, adverbs, pronouns<br><br>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition<br><br>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]<br>Correct use of verb tenses | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)<br><br>Fronted adverbials [for example, Later that day, I heard the bad news.]<br>Use of the comma after fronted adverbials | Use of paragraphs<br><br>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] | The grammatical difference between plural and possessive –s<br><br>Apostrophes to mark plural possession [for example, the girl's name, the girls' names] | Revision of all terminology including:<br>determiner<br>pronoun, possessive pronoun<br>adverbial | Revision of all grammar |
| **Maths** | **Number and Place Value**<br>Find 1000 more or less than a given number.<br>Recognise the place value of each digit in a four digit number<br>(thousands, hundreds, tens and ones)<br>Order and compare numbers beyond 1000 | **Measurement**<br>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres<br>Convert between different units of measure<br>Read, write and convert time between analogue and digital 12- and 24-hour clocks | **Shape**<br>Compare and classify 2D shapes including quadrilaterals and triangles<br>Lines of symmetry<br><br>**Properties of Shapes**<br>Identifying the properties of 3D shapes<br>Visualising 3D shapes | **Position and Direction**<br>Describe coordinates on a 2D grid as coordinates in the first quadrant.<br>Translations of shapes<br><br>**Measurement**<br>Write and convert units of time (analogue and digital) | **Number and Place value**<br>Count in multiples of 6,7,9,25,50 and 1000<br>Known and derived number facts to multiply and divide mentally<br>To multiply 2 and 3 digit numbers by 1 digit using a formal written method<br>Division (Chunking method | **Fractions**<br>Revising:<br>Ordering of fractions<br>Equivalent fractions<br>Fractions to decimals<br>Problems involving decimal fractions<br><br>**Number and Place Value (5/6 digits)** |

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| | Identify, represent and estimate<br>numbers using different representations.<br>Round any number to the nearest 10, 100 or 1000<br>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.<br>Count backwards through zero to include negative numbers.<br>Roman numerals to 100.<br><br>**Adittion Subtraction**<br>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.<br>Estimate and use inverse operations to check answers to a calculation.<br>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. | **Multiplication and Division**<br>Recall and use multiplication and division facts for multiplication tables up to 12 × 12.<br>Count in multiples of 6, 7, 9. 25 and 1000<br>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.<br>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. | Identifying acute and obtuse angles and ordering angles by size<br><br>**Fractions**<br>Organise and show, using diagrams, families of common equivalent fractions<br>Adding and subtracting fractions with the same common denominator.<br>Finding fractions of amounts<br>Mixed fractions<br><br>**Data**<br>Collecting/ interpreting data (bar graph/ pictogram)<br>Interpreting and presenting discrete and continuous data using appropriate graphical methods, including bar charts, time graphs. | solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days<br>Simple measure and money problems involving numbers with two decimal places.<br>Converting between different units of measurement (km to m, hour to minute etc)<br><br>Solving problems involving converting units of measurement | Word problems using the 4 operations<br><br>**Fractions**<br>Counting<br>up and down in tenths and hundredths<br>Writing decimal equivalents of tenths and hundredths<br>Decimal equivalents of ½, ¼ 3/4<br>Comparing and ordering decimals<br>Rounding decimals to a whole number. | Addition/ subtraction<br>Knowing all the times tables up to 12 x 12<br>Multiplication and division (Column methods)<br>Multiplying 3 numbers<br>Solving two step word problems<br>Rounding whole numbers and decimals |
| **Science** | **Animals (including humans)**<br><br>• describe the simple functions of the basic parts of the digestive system in humans<br>• identify the different types of teeth in humans and their simple functions<br>• construct and interpret a variety of food chains, identifying producers, predators and prey. | **States of matter**<br>• compare and group materials together, according to whether they are solids, liquids or gases<br>• observe that some materials change state when they are heated or cooled, and<br>measure or research the temperature at which this happens in degrees Celsius (°C)<br>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | **Electricity**<br>• identify common appliances that run on electricity<br>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers<br>• identify whether or not a lamp will<br>light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery<br>• recognise that a switch opens and closes a<br>circuit and associate this with whether or<br>not a lamp lights in a simple series circuit<br>• recognise some common conductors | **Sound**<br>• identify how sounds are made, associating<br>some of them with something vibrating<br>• recognise that vibrations from sounds<br>travel through a medium to the ear<br>• find patterns between the pitch of a sound<br>and features of the object that produced it<br>• find patterns between the volume<br>of a sound and the strength of the<br>vibrations that produced it<br>• recognise that sounds get fainter as the<br>distance from the sound source increases | **Living things and their habitats**<br><br>• recognise that living things can be<br>grouped in a variety of ways<br>• explore and use classification keys to help group, identify and name a variety of living<br>things in their local and wider environment<br>• recognise that environments can<br>change and that this can sometimes pose dangers to living things. | **Working Scientifically**<br>•asking relevant questions and using different types of scientific enquiries to answer them<br>• setting up simple practical enquiries, comparative and fair tests<br>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers<br>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions |

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| | | | and insulators, and associate metals with being good conductors. | | | • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables<br>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions<br>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions<br>• identifying differences, similarities or changes related to simple scientific ideas and processes<br>• using straightforward scientific evidence to answer questions or to support their findings. |
| **Computing** | Internet Safety<br>Understanding how to stay safe in a social networking environment.<br><br>Emailing | Internet research<br>Using research to create a presentation using PowerPoint. | Creating algorithms to make an object move on the screen.<br><br>Espresso Coding | Making a game using j2code and / or Scratch<br><br>Word Processing – using the features of Microsoft Word to present information. | I can make a simple platform game<br>(using Sploder.com) | Creating a tessellation using Art software<br><br>What's a spreadsheet?<br>Introduction to Excel |
| **History / Geography** | **History**<br>**The Ancient Romans**<br>**Roman Empire and its impact on Britain**<br>Julius Caesar<br>Roman Empire by AD42<br>British resistance – Boudicca | | **Mountains, Volcanoes and Earth Quakes**<br>Describe and understand the physical geography of Mountains.<br>Special focus on Rocky's (North America) compared with the Alps (Europe) and Andes (South America). | | **Map work**<br>Name and locate the counties and cities of the United Kingdom.<br>Use Maps, Atlas, globes, digital/computer mapping<br>Compass<br>Ordnance survey maps | **History**<br>**Anglo-Saxons and Scots**<br>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.<br>Scots invasions from Ireland to north Britain (now Scotland)<br>Anglo-Saxon invasions, settlements and kingdoms: place names and village life.<br>Anglo-Saxon art and culture.<br>Christian conversion – Canterbury, Iona and Lindisfarne |

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| **ART / DT** | Dream jars<br><br>Quentin Blake style drawings of book characters<br><br>Making clay mouths | Designing and making Roman artefacts<br><br>Banksy (Artist unit)<br><br>Christmas activities | Illustrations for audience stories. | Mountain art. | Mondrian art linked with maps | Painting birds using pastels – the Quetzal bird.Pop art<br>DT: |
| **PE** | Cricket | Football | Gymnastics<br>Dance | Volleyball<br>Badminton | Athletics<br>Soft-ball | Ultimate Frisbee<br>Tag Rugby |
| **PSHE** | Healthy eating<br>Children will learn:<br>• about what foods are healthy and why<br>• to recognise opportunities<br>To make their own choices<br>About food, what might<br>Influence their choices and the<br>Benefits of eating a balanced diet. | Children should:<br>• be able to design a series<br>Of healthy menus and compare<br>These with each other and<br>The food offered in school | Citizenship / British<br>Values, rights and responsibilities<br>Children will learn:<br>• about types of<br>Behaviour and their consequences<br>Children should:<br>• be able to give examples of right and<br>wrong<br>• know what 'privacy'<br>Means and about the<br>Importance of keeping<br>Certain things 'private'<br>And what not to keep private. | • know the importance<br>Of respecting others' privacy<br>• recognise that their<br>Increasing independence<br>Brings increased responsibility<br>To keep themselves safe | Drug education<br>Healthy and safe<br>Children will learn:<br>• about the effects of smoking<br>And how to make safe<br>Decisions<br>Children will learn:<br>• how to make informed<br>Choices (including recognising<br>That choices can have positive, neutral and negative consequences)<br>Children should:<br>• be able to describe the effects of smoking and how<br>To make safe decisions | • begin to understand the<br>Concept of a 'balanced lifestyle' |