

Work to be covered in the Autumn Term by Year 4.

This information has been provided so that you are fully aware of the work your child will cover over the term.

We hope it will also enable you to support your child at home in their studies.

If there is anything contained within this leaflet that you don't understand, please contact your child's class teacher.

Maths:

Number - Place Value

Count in multiples of 6, 7, 9, 25 and 1000.

Find 1000 more or less than a given number.

Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)

Order and compare numbers beyond 1000

Identify, represent and estimate numbers using different representations.

Round any number to the nearest 10, 100 or 1000

Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

Count backwards through zero to include negative numbers.

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.

Number- Addition and Subtraction

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

Estimate and use inverse operations to check answers to a calculation.

Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.

Measurement: Length and Perimeter

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Convert between different units of measure [for example, kilometre to metre]

Number - Multiplication and Division

Recall and use multiplication and division facts for multiplication tables up to 12×12 .

Count in multiples of 6, 7, 9, 25 and 1000

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.

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

English:

- Reading and analysing poems and playscripts.
- Study a number stories and write a short story set in such a world.
- Recognise features of information texts and create a non-chronological report.
- Improving comprehension skills through guided reading daily.
- Weekly handwriting practice, trying to develop a neat cursive style.
- Weekly spelling practice, learning different rules and trying to apply these rules when tackling difficult spellings.
- Developing grammar and writing skills weekly, working towards own personal targets.

PE: Outdoor: Basketball

- Play games and develop the range and consistency of their skills
- Devise and use rules
- Use and adapt tactics in different situations

PE: Indoor: Gymnastics

- Develop a range of actions, body shapes and balances
- Perform skills and actions
- Create sequences that meet a theme
- Use compositional devices
- Make simple judgements about the quality of performances

PE: Swimming

Through weekly swimming lessons children will work towards the objectives of the National Curriculum:

- Improve control and co-ordination of their bodies in water
- Choose and use skills for different swimming tasks
- Perform safe self-rescue in different water-based situations

RE: Christianity Judaism Buddhism

- How special is the relationship Jews have with God?
- Is it possible for everyone to be happy?
- What is the most significant part of the nativity story for Christians today?

Science: Listen Up! **Sound**

The children will be set the following challenge: the rock stars of the world need your help! They want their children to come to their concerts and rock-out, but they want to protect their precious ears! Find out all you can about sound; how it travels, pitch and volume. Then investigate materials to see which will provide the best insulation against sound. Be ready to present your ideas to a famous panel.

The children will

- Identify how sounds are made
- Understand how sounds travel
- Test how sound travels through different materials
- Learn meaning of the word pitch
- Understand how pitch and volume can change

Science: Are These Your Teeth? (**Animals including humans**)

- Learn about the first stage of the digestive system.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Humanities: **History**

How did the arrival of the Romans change Britain?

During our enquiry the pupils will use a wide range of historical skills and resources e.g.

- **Understand through explanation** the motives for Emperor Claudius to invade and occupy Britain in AD 43
- **Compare and contrast** the armies of Boudica and the British Roman governor Paulinus and **predict** the likely outcome of their battle and **justify** their decision;
- **Interpret** primary sources of historical evidence to **describe** the physical appearance of Boudica
- **Understand through explanation** the difference between historical evidence and legends and folklore
- **Describe** what a gladiator was and what occurred at gladiatorial games;

Humanities: **Geography**

Why do so many people in the world live in megacities?

During our enquiry the pupils will use a wide range of geographical skills and resources e.g.

- **Observe** and **describe** the key features of cities and suggest reasons for why people live in cities of such high density
- **Describe** and begin to **explain** the distribution of megacities across the continents of the world
- **Identify** and **locate** the top 10 cities in the United Kingdom with the largest populations and **compare and contrast** these with the top 10 fastest-growing cities in the country
- **Recognise** and **locate** the largest cities in South America
- **Compare and contrast** the benefits and disadvantages of city life and reach a **judgement** as to which is most significant

French: Numbers

- Speak the numbers 13 to 20 in French
- Speak the numbers 21 to 31 in French

French: When's your birthday?

- say when our birthday is in French
- Ask when each other's birthdays are
- Read about our birthdays in French

French: what's today's date?

- Days of the week
- Say today's date

Computing: Basic Skills

- Create a folder
- Find and open a document.
- Save a picture from the internet and insert it into a document.
- Copy and paste some text from a website into a document.

Computing: We are toy designers

- Design and make an on - screen prototype of a computer-controlled toy
- Understand different forms of input and output
- Design, write and debug the control and monitoring program for their toy
- E-Safety - respecting and license condition when using sound effects and images from the internet.
- Learning at staying safe on the Internet.

PSCHE: Going for Goals

- Recognise their strengths as a learner
- Understand how feelings can influence learning
- Set success criteria for goals and break down goals into achievable steps
- Understand how others can help them and they can help others to achieve goals
- Recognise when a goal has been reached or why it hasn't
- Recognise learning difficulties and have the strategies to persevere
- Understand when to try something else
- Visit to the council chambers
- **Staying healthy - I don't like vegetables so why should I eat them?**
- I can recognise the importance of a balance diet
- I can identify healthy choices I Can Recognise the importance of being physically active to keep healthy

DT/ Art: Kandinsky

Music: Life cycles and keeping healthy

- Explore wide variety of musical moods, styles and genres.
- Sing, perform and compose using instruments.

PE: Swimming

- Improve control and co-ordination of their bodies in water
- Choose and use skills for different swimming tasks