

# 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:

- Count from 0 in multiples of 6, 7, 9, 25 and 1000; find 1, 10, 100 or 1000 more or less than a given number.
- Add and subtract numbers mentally, including: a four-digit number and ones, a four-digit number and tens, a four-digit number and hundreds, four digit number and thousands.
- Recall & use  $\times$  and  $\div$  facts up to  $12 \times 12$ .
- Write and calculate statements for  $\times$  and  $\div$  using all tables, including for  $TU \times U$  using mental and progressing to formal written methods
- Counting backwards through zero to include negative numbers
- Count up and down in tenths and hundredths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10.
- Add and subtract amounts of money to give change, using both  $\pounds$  and  $p$  in practical contexts.
- Tell and write the time from an analogue and digital clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
- Read Roman numerals to 100 (I to C).
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Compare durations of events, [for example to calculate the time taken by particular events or tasks.
- Recognise the place value of each digit in a 4-digit number
- Compare and order numbers beyond 1000
- Identify, represent and estimate numbers using different representations.
- Read and write numbers beyond a 1000 (Y5 obj - 1,000,000)
- Round any number to the nearest 10, 100 or 1000.
- Add and subtract numbers mentally, including: a 4-digit number with units; a 4-digit number with tens; a 4-digit number with hundreds; a 4-digit number with thousands.
- Add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Recall multiplication and division facts up to  $12 \times 12 =$
- Recognise and use factor pairs and commutatively in mental calculations

- Multiply two-digit and three-digit numbers by a one digit number, using formal written
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by hundred and dividing tenths by 10.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- Recall multiplication and division facts up to  $12 \times 12 =$
- 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. Recognise and show diagrams, families of common equivalent fractions.
- Recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ .
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Measure, compare and convert units of length.
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- Find the area of rectilinear shapes by counting squares.
- Compare and classify 2D shapes, including quadrilaterals and triangles based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations.
- Identify acute and obtuse angles and compare and order angles up to two right angles by size.

## English:

- Reading and analysing poems and playscripts.
- Study a number of scenes from imaginary worlds and write a short story set in such a world.
- Recognise features of information texts and creating an information booklet in horrible histories style.
- 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.

**Science: Why is the sound that 'one direction' makes enjoyed by so many? (sound)**

- 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: What happens to the food we eat? (Animals including humans)**

- Know the simple functions of the basic parts of the digestive system in humans
- Revise the different types of teeth in humans and their simple functions
- Learn why are shark's teeth are different from our teeth
- Construct and interpret a variety of food chains

**Topic: Were the Anglo-Saxons really smashing?**

- Meet an archaeologist and find out what they have learned from items from the past
- Recognise why people emigrate and identify when the Anglo-Saxons arrived
- Learn how the Anglo Saxons saved Britain but then invaded
- Look at place names in Britain today and recognise how they are influenced by our
- Learn about Anglo-Saxon life

**DT/ Art: Musical instruments**

- Examine a range of musical instruments to learn how they function
- Plan and design a working musical instrument
- Follow a plan to make a musical instrument
- Learn the relative positions of the facial features and to use pencil, line, shading to good effect
- Create an Anglo-Saxon purse
- Practise sewing simple stitches
- Make an Anglo -Saxon settlement

**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: We are Musicians**

- Use programs to edit music
- Create and develop a musical composition to support English and topic
- Develop collaboration skills
- Develop an awareness of how composition can enhance work in other media
- E-Safety - illegal downloading and file sharing of copyrighted music, as well as more positive ideas, such as collaboration, remixing and creative commons licenses
- Learning at staying safe on the Internet

**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.

**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

**PE: Outdoor: Invasion Games**

- 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

**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?
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**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

**Safeguarding - Curriculum Links**

- PSHCE - Anti Bullying Week (Nov 14<sup>th</sup>) - link to cyber bullying
- Recap of Lucy and the Boy and I've Seen Your Willy (NSPCC Share Aware)
- Online safety - respecting each other online

