

Year 4

Autumn Term One

Mathematics

- 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
- Add and subtract numbers with up to four digits, using formal written methods of columnar addition and subtraction where appropriate
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers number and place value
- 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

Mathematics—Basic skills

- Count in multiples of 6, 7, 9, 25 and 1000
- Find 1000 more or less than a given number
- Count backwards through zero to include negative numbers
- Round any number to the nearest 10, 100 or 1000
- 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

Literacy

Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices such as headings and sub-headings evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
 - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Spelling

- -tion, -sion, -ssion, -cian
- Words with the /k/ sound spelt ch

Grammar and Punctuation

extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Come and See R.E.

The children will learn about:

Domestic Church, Family and People, including their own ancestors and the ancestors of Jesus.

Baptism/Confirmation, being chosen, belonging.

Science

The children will:

Identify common appliances that run on electricity

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

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

v) recognise some common conductors and insulators, and associate metals with being good conduc-

Languages - Spanish

Numbers 1-30.

Review Colours.

Classroom Instructions.

Body and faces parts.

Geography / History

The children will:

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Chronologically secure knowledge and understanding of British , Local and World history

Connections, contrasts and trends over time

Appropriate use of historical terms

Change, cause, similarity and difference, and significance

Understand the range of sources for information

Understand the long arc of historical develop-

Geography / History

The children will:

- Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

P.E.

The children will:

- **Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]**
- **Perform dances using a range of movement patterns.**
- **take part in outdoor and adventurous activity challenges both individually and within a**