Year 4 Autumn Term Provision

Local links:	Staffordshire hoard – Birmingham Museum Battle of Tettenhall – Staffordshire
Books:	Anglo-Saxon Boy How to Train Your Dragon Beowulf NGK Everything Vikings
Values and Virtues (Golden Thread) British Values	Learned and Wise & Generous and Grateful

Subj	Learning Aims
R.E.	**Creation and the Story of Abraham to Joseph** • To learn some of the important stories from the Book of Genesis • To explore some important images of God that are found in these stories • To understand and consider what it means to be made in the likeness and image of God V+V: children are becoming more learned and wise by studying the Bible and the story of creation **Jesus Teaches Us How to Pray** • To learn about the prayer life of Jesus as he grew up in the Jewish faith • To be introduced to some of the prayers of the Old Testament • To consider the importance of Jesus attached to prayer • To study the Our Father, the prayer of the Rosary and some other forms of prayer V+V: children are grateful for having the ability to pray to God **Advent** • To learn about the ancestors of Jesus • To understand that Jesus was a descendant from the House of David • To be able to place the first coming of Jesus into a historical context V+V: becoming more learned and wise about the ancestors of Jesus and understanding his historical context BV: individual liberty – having the ability to pray as an individual to God and having confidence in your own beliefs

English	**Reading** - Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. - Identifying how language, structure, and presentation contribute to meaning. - Retrieve and record information from non-fiction. **Writing Composition** - Draft and write by creating settings, characters and plot in narratives (including poetry) - Draft and write by using simple organisational devices in non-narrative material [for example, headings and sub-headings]. - Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. - Proof-read for spelling and punctuation errors. **Handwriting** - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. **Vocabulary, Punctuation and Grammar** - Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely. Indicate grammatical and other features by using and punctuating direct speech. - Indicate grammatical and other features by using commas after fronted adverbials. - Develop their understanding of the concepts set out in English Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Use grammatical terminology for Year 4 understanding 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]. - Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns

Maths	**Number: Place Value** • Roman numerals to 100 • Round to the nearest 10 • Round to the nearest 100 • Count in 1,000s • 1,000s, 100s, 10s and 1s • Partitioning • Number line to 10,000 • 1,000 more or less • Compare numbers • Order numbers • Round to the nearest 1,000 • Count in 25s • Negative numbers **Number: Addition and Subtraction** • Add and subtract 1s, 10s, 100s and 1,000s • Add two 4-digit numbers – no change • Add two 4-digit numbers – one exchange • Add two 4-digit numbers – more than one exchange • Subtract two 4-digit numbers – no change • Subtract two 4-digit numbers – one exchange • Subtract two 4-digit numbers – more than one exchange • Efficient subtraction • Estimate answers • Checking strategies **Measurement: Length and Perimeter** • Converting to and from kilometres • Measuring perimeter on a grid • Measuring perimeter of a rectangle • Measuring perimeter of rectilinear shapes **Number: Multiplication and Division** • Multiply by 10 • Multiply by 100

- Divide by 10
- Divide by 100
- Multiply by 1 and 0
- Divide by 1 and itself
- Multiply and divide by 6
- 6 times table and division facts
- Multiply and divide by 9
- 9 times table and division facts
- Multiply and divide by 7
- 7 times table and division facts

Science	**Working Scientifically** - Asking relevant questions and using different types of scientific enquiries to answer them - Setting up simple practical enquiries, comparative and fair tests - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - Identifying differences, similarities or changes related to simple scientific ideas and processes - Using straightforward scientific evidence to answer questions or to support their findings. **Sound** Pupils should be taught to: - Identify how sounds are made, associating some of them with something vibrating - Recognise that vibrations from sounds travel through a medium to the ear - Find patterns between the pitch of a sound and features of the object that produced it - Find patterns between the volume of a sound and the strength of the vibrations that produced it - Recognise that sounds get fainter as the distance from the sound source increases. **States of Matter** Pupils should be taught to: - Compare and group materials together, according to whether they are solids, liquids or gases - Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

P.E.	**Swimming** • Perform correct back crawl arm action • Perform correct back crawl leg action • Regulate breathing • Evaluate their own performance
Computing	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • 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.

P.S.H.E.	• To be able to recognise and respond appropriately to a wider range of feelings in others. • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4). • To learn that their actions affect themselves and others. • To judge what kind of physical contact is acceptable or unacceptable and how to respond. • To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. • To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view. • To work collaboratively towards shared goals • To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (R14) How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18). • To learn to recognise and manage 'dares'. • To recognise and challenge stereotypes. • To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.
M.F.L.	• Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
Topic Vikings Vs Anglo-Saxons
Values and Virtues (Golden Thread):	**Learned and Wise –** by learning about the past and how this is different to now **Generous and Grateful –** to be grateful for what we have and how far we have come and to be generous with our time.

British Values Links	We know that we are all special – linked to the differences in the Saxon - Viking time and the modern era Democracy – how we have a democracy and what this means Mutual respect and tolerance for others – to be tolerant of other beliefs and link this to the beliefs of the the Anglo-Saxons and Vikings		
History	National Curriculum Outcome	Key vocab includes:	"WOW" Experience opportunities
	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor V+V: children are becoming more learned and wise about historical contexts and how this affected the makeup of society today BV: how does democracy compare to the system of rule in these times?	Anglo-Saxons Vikings Invasion Battles Tensions Unified Legacy Era Norman Invasion Battle of Hasting	**MUSIC** Learning key skills to start playing the guitar **HISTORY** Recreate the Viking invasion in the school hall Make our own peace treaties Visit the Birmingham Museum **GEOGRAPHY** Children to visit a local area to compare it to the Viking areas.
Ge	National Curriculum Outcome	Key vocab includes:	**DT**

	Locational knowledge	Scandinavia	Creating their own piece of
	Locate the world's countries, using maps to focus on *Europe (including the location of Russia) key physical and human characteristics, countries, and major cities*	Climate Physical features Human geography Nordic	jewellery **ART** Recreating a longship design Looking at and create knots
	Place knowledge		
	Understand geographical similarities and differences through the study of *human and physical geography of a region of the United Kingdom, a region in a European country*		
	Human and physical geography		
	Describe and understand key aspects of physical geography, including: *climate zones, rivers, mountains,* Human geography, *including: types of settlement and land use*		
	Geographical skills and fieldwork		
	Use *maps, atlases, globes*		
	V+V: children can become generous and grateful for the country that we live in, and understand why other peoples would want to come here		
	V+V: children can become learned and wise about other countries around the world		
	BV: understanding differences between countries helps promote mutual respect and tolerance		
Art	National Curriculum Outcome	Key vocab includes:	

	To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including *drawing* with a range of materials [for example, pencil, charcoal, paint, clay] <mark>V+V: teachers to promote the value of artwork, culture and creativity so that children can become generous and grateful for the role artistic beauty plays in our lives</mark>	Sketching Shading Knots Longships	
DT	National Curriculum Outcome		Key vocab includes:	
	Design Use research and develop design criteria to inform the design of appealing products that are *fit for purpose* Generate, develop, model and communicate their ideas through *discussion, annotated sketches, cross-sectional and pattern pieces* **Make** Select from and use a wider range of tools and equipment to perform practical tasks *shaping* and *finishing*, accurately Select from and use a wider range of materials and components, **Evaluate** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <mark>BV: individual liberty to choose own design, promotion of critical thinking</mark>		Evaluate Make Design Clay Jewellery Pendant Engrave	
Mu	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

| | | **GUITARS FROM OUTSIDE AGENCY**

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations | Tablature
Minim
Quaver
Rest
Beats
Crochets | |