

**Year 4  
Autumn Term  
What will we learn this term?**

English

**Anglo-Saxon poetry – We will** write a poem in the style of Anglo-Saxon poetry and use imaginative or precise words and phrases

**Playscripts- We will** write a playscript and use a range of organisational devices effectively

**Norse myths- We will** write a Norse myth and use well-developed settings, characters and plot, including direct speech

Maths

**Numbers to 1 000 000**

In this chapter, pupils will learn to count in multiples of 25, 100 and 1000 in order to count larger numbers comprehensively. They will learn about the relative size of numbers and complete number sequences within 10 000. Pupils will learn about place value to 4 digits and they will link numbers in numerals and in words. They will compare numbers using language such as 'greater', 'smaller', 'less' and 'more', using the mathematical symbols  $>$ ,  $<$  and  $=$ . They will use their knowledge of number and place value to help complete number patterns. They will also learn about rounding numbers to the nearest 1000, 100 and 10; children will apply this knowledge to approximate, total and find the difference.

**Calculation Addition and Subtraction**

This chapter covers addition and subtraction. The chapter starts off with simple addition before moving on to addition where renaming is required. Subtraction is also covered in a similar way where simple subtraction is mastered before moving to subtraction where renaming is required.

**Multiplication and Division**

In this chapter, pupils will learn how to multiply and divide by 6, 7, 9, 11 and 12. They will begin to understand mathematical vocabulary such as 'quotient' in relation to division. They will learn how to calculate multiplication equations using the multiplication facts that they know. They will understand the difference between sharing and grouping and they will understand the commutative law in multiplication. They will also solve problems involving multiplication and division.

Science

**The Digestive System**

This project teaches children about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy.

**Sound**

This project teaches children about sound, how sound is made and how sound travels as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed.

Computing

**The internet**

Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

**Audio production**

Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.

### History

**Invasion:** This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.

### Geography

#### **Interconnected world**

This essential skills and knowledge project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.

### Art

#### **Contrast and complement**

This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.

### Design Technology

#### **Fresh food**

This project teaches children about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack.

### PE

#### **Hockey**

The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.

#### **Dance: Space**

The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance.

### RE

#### **Expressing joy**

Are happiness and joy the same thing? When and where can people of faith show joy/happiness?

When and where can people from Hindu families show joy/happiness?

#### **Being Thankful**

When and why do believers say "thank you" to God for food? How and why do other traditions say thank you? When and why do Christians say thank you to God for food? How can they show thankfulness for food?

#### **Being reflective and self-critical**

Could you be perfect? What would make a perfect life? How and why do we compare ourselves with others? How do Buddhist teachings encourage people to do better? What are Buddhist teachings about life? How does Buddhism encourage its members to do better? What is it like to mediate?

#### **Being curious and valuing knowledge**

Why is 'why' important? Where do Christians look for answers about Jesus? Where do Humanists look for answers?

What do Humanists think about God? Where do members of Religious Traditions look for answers to questions about the world?

### PSHE

#### **Being me in my world**

Includes a focus on being in a class, a good school citizen, rights, rewards, our class charters and consequences.

#### **Celebrating Differences**

Includes a focus on differences, understanding influences and bullying, problem solving, how we are special and celebrating how we look differently.

## Music

### **Mamma Mia**

Children will learn how to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.

### **The glockenspiel**

Children will explore and develop playing skills through the glockenspiel