



Year 4

Subject	Autumn 1	Autumn 2
English	<p data-bbox="808 349 936 384">Autumn 1</p> <p data-bbox="808 389 936 424">Tuesday</p> <p data-bbox="703 429 1039 464">Develop spoken language</p> <p data-bbox="510 469 1232 504">Non-fiction writing practise: report and letter writing</p> <p data-bbox="510 509 1232 544">Sentence structure with a revisit of KS1 punctuation</p> <p data-bbox="427 549 1314 584">Use of coordinating conjunctions to join two clauses/ideas together</p> <p data-bbox="741 588 999 624">Narrative planning</p> <p data-bbox="580 628 1160 663">Narrative writing: own ending to the story</p> <p data-bbox="676 708 1061 743">Arthur and the Golden Rope</p> <p data-bbox="748 748 990 783">Narrative writing</p> <p data-bbox="636 788 1102 823">Setting and character descriptions</p> <p data-bbox="412 828 1326 895">Single clause sentences and multi-clause sentences using coordinating conjunctions</p> <p data-bbox="510 900 1227 935">Sentence structure with a revisit of KS1 punctuation</p>	<p data-bbox="1630 304 1771 339">Autumn 2</p> <p data-bbox="1487 344 1917 379">The King Who Banned the Dark</p> <p data-bbox="1509 384 1895 419">Persuasive writing features</p> <p data-bbox="1576 424 1827 459">Non-fiction writing</p> <p data-bbox="1456 464 1948 499">Use of paragraphs to organise ideas</p> <p data-bbox="1420 504 1984 571">Multi-clause sentences using subordinating conjunctions</p> <p data-bbox="1424 576 1980 643">Constant use of conjunctions, adverbs and prepositions</p> <p data-bbox="1615 703 1787 738">Biscuit Bear</p> <p data-bbox="1451 743 1951 778">Use a variety of sentence structures</p> <p data-bbox="1379 783 2022 908">Begin to consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly</p> <p data-bbox="1514 912 1890 948">Continue to use paragraphs</p> <p data-bbox="1429 952 2024 1038">Use inverted commas and other punctuation to indicate direct speech begin to use commas to demarcate clauses and phrases</p> <p data-bbox="1379 1043 2024 1161">Begin to expand noun phrases in different ways, for example by adding prepositional phrases</p>
SPaG	<ul data-bbox="443 1211 1747 1369" style="list-style-type: none">- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases- Fronted adverbials- Use of commas after fronted adverbials- Apostrophes to mark plural possession	



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	<ul style="list-style-type: none">- Use of inverted commas and other punctuation to indicate direct speech- Use of paragraphs to organise ideas around a theme- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition- Standard English forms for verb inflections instead of local spoken forms	
Maths	Place Value Recalling multiplication facts Telling the time Addition and subtraction – mental strategies	Written addition and subtraction Multiplication and division – mental strategies Measures: time Multiplication and division – written strategies
History	<p><i>Ancient Greece</i></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none">• Vocabulary and phrases of past and present, to include; 'ancient', 'modern', 'the passing of time'.<ul style="list-style-type: none">• Introduction into 'BC' and 'AD' <p><u>Chronology:</u></p> <ul style="list-style-type: none">• Introduction to how the past can be separated into different periods of time• To develop a chronologically secure knowledge of the events studied and begin to place on a timeline <p><u>Characteristics of events/people:</u></p> <ul style="list-style-type: none">• To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes.	



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	<p style="text-align: center;"><u>Introduction:</u></p> <ul style="list-style-type: none">• To be able to ask questions, showing knowledge of key features of events and begin to devise historically valid questions about change, cause, difference, similarities and significance within an event <p style="text-align: center;"><u>Sources:</u></p> <ul style="list-style-type: none">• Introduction into showing some understanding that aspects of the past have been represented and interpreted in different ways (eg looking at the same event using two different sources)• To begin to note connections, contrasts and trends within the period studied• To begin to structure answers to historical questions using relevant historical information including dates	
Computing		<p style="text-align: center;"><u>Authoring</u></p> <p>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>



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		<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p> <p>Identify a range of ways to report concerns about content and contact.</p>
Science	<p><u>Forces and Magnets</u></p> <ul style="list-style-type: none">- Compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance.- Observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.<ul style="list-style-type: none">- Describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.	<p><u>States of Matter:</u></p> <ul style="list-style-type: none">- 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 ($^{\circ}\text{C}$).<ul style="list-style-type: none">- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
RE	<p><u>Marking festivals, pilgrimage, traditions and key events in life</u></p> <p>Looking at two contrasting religions (Hinduism or Sikhism and Christianity), pupils describe different ways and traditions of celebrating festivals (e.g. Vaisakhi, Diwali) and marking important events in life. They explore the inner meaning behind the key practices including Sikh and Hindu birth traditions and consider why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world.</p> <p><i>What is it like to follow God?</i></p> <p><i>'Why do some people make pilgrimage (e.g. Kumbha Mela for Hindus, Golden Temple at</i></p>	



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	<p>Amristar for Sikhs, Hajj for Muslims)?'</p> <p>Symbolic expression in prayer and worship Through the exploration of beliefs and practices, pupils explain how actions of worship are symbolic and can communicate a faith commitment beyond words (e.g. food and music). They explore the 5K's, the Kanda and the importance of Sewa for Sikhs. Pupils learn about Hindu relationships with their deities and the power of religious symbols including art, Architecture and icons.</p>
Jigsaw	<p>Jigsaw recovery response to Covid 19 Coming together again Corona Virus Belonging and feeling safe at school Reconnecting with friends Being positive and looking forwards Managing worried and fears Gifts of gratitude Loss and bereavement</p> <p>Celebrating Difference Everyone is different Include other when working and playing Know how to help if someone is being bullied Try to solve problems Use kind words Know how to give and receive compliments</p>
Art	<p><u>Ancient Greek – Greek Vases</u></p> <ul style="list-style-type: none">• 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, painting and



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		<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none">• about great artists, architects and designers in history.
DT	<p><u>Mechanical systems – levers and linkages</u></p> <ul style="list-style-type: none">▪ understand and use mechanical systems in their products▪ understand how key events and individuals in design and technology have helped shape the world▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	
MFL		<p><u>Me Presento (Presenting Myself):</u></p> <ul style="list-style-type: none">- "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."



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		<ul style="list-style-type: none">- "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."- "Present ideas and information orally to a range of audiences."- "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."
Music		<p><u>Mamma Mia! Glockenspiel stage 2</u></p> <ul style="list-style-type: none">▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression▪ improvise and compose music for a range of purposes using the interrelated dimensions of music▪ listen with attention to detail and recall sounds with increasing aural memory



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		<ul style="list-style-type: none">▪ use and understand staff and other musical notations▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
PE	Netball Tag Rugby	Dodgeball Basketball