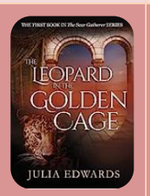
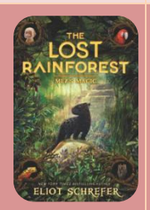
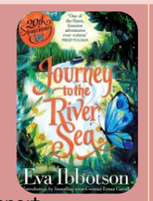
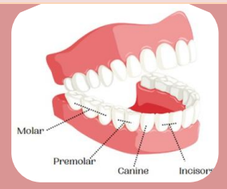
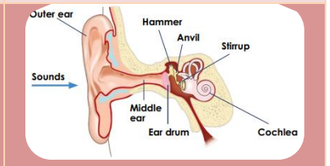
Year Group: 4 Teacher: Miss Dyson	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation and Covenant	Prophecy and promise	Galilee to Jerusalem	Galilee to Journey	To the ends of the Earth	Dialogue and encounter
English	**Focus Text**: The Leopard in the Golden Cage **Julia Edwards** **Writing Genres**: Diary entry Historical narrative 	**Focus Text**: The Roman Mysteries: The Thieves of Ostia **Caroline Lawrence** **Writing Genres**: Explanation text Recount- journalistic writing 	**Focus Text**: The lost Rainforest Mez's Magic **Eliot Schrefer** **Writing Genres:** Persuasive text Adventure narrative 	**Focus Text:** Journey to the river sea **Eva Ibbotson** **Writing Genres:** Non-Chronological report Haiku poetry 	**Focus Text**: Harley James and the mystery of the Mayan Kings **Leah Cupps** **Writing Genres**: Mystery narrative Instructional text 	**Focus Text:** The land of roar Jenny McLachlan **Writing Genres:** Fantasy narrative Information text- brochure 
Maths	**Reasoning with large numbers** Children will learn about: •4-digit place value. Read, write, represent, order and compare •Find 10, 100 or 1000 more or less •Round numbers to the nearest 10, 100 or 1000 **Addition and subtraction** Children will learn about: •Select appropriate strategies to add and subtract •Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping **Maths meeting** **Number:** • Count in multiples of 6, 8, 25, 100 and 1000 • Use the multiplication tables up to 12 x 12 • Derive facts from known facts • Calculate multiplications and divisions mentally • Compare and order fractions • Count in tenths and hundredths forwards and backwards **Geometry: shape and symmetry:** • Recognise 3-D shapes in different orientations and describe their properties • Identify right angles, compare angles and classify angles as acute or obtuse • Recognise quarter, half, three-quarter and whole turns and their equivalent number of right angles	**Multiplication and division** Children will learn about: •Identify and explore patterns in multiplication tables including 7 and 9 •Distributive property including multiplying three 1-digit numbers •Mental multiplication and division strategies using place value and known and derived facts •Short multiplication **Discrete and continuous data** Children will learn about: •Read, interpret and construct pictograms, bar charts and time graphs •Compare tables, pictograms and bar charts **Maths meeting** **Time** • Tell and write the times from an analogue clock. • Identifying Roman numerals • Estimate and read the time to the nearest minute **Money** • Add and subtract money, including mixed units, and give change in practical contexts. **Data handling** • Organising and presenting data • Answering questions and explaining what data shows. • Reading and interpreting data accurately.	**Calculating with multiplication and division** Children will learn about: •Division using partitioning •Short division **Fractions** Children will learn about: •Explore different interpretations and representations of fractions •Equivalent fractions •Represent fractions greater than one as mixed number and improper fractions •Add and subtract fractions with the same denominator including fractions greater than one **Maths meeting** **Number** • Divide by ten and 100 to get a decimal fraction • Use number line to represent numbers including decimals, fractions and measures. • Recognise and use factor pairs and commutativity in mental calculations • Multiply three numbers together **Geometry and shape** • Calculate the perimeters of rectilinear 2-D shapes on cm grids • Identify lines of symmetry in 2-D shapes	**Time** Children will learn about: •Analogue to digital, 12- hour and 24-hour •Convert between units of time **Decimals** Children will learn about: •Decimal equivalents to tenths, quarters and halves •Compare and order numbers with same number of decimal places •Multiply and divide by 10 and 100 including decimals. **Area and perimeter** Children will learn about: •Perimeter of rectangles and rectilinear shapes •Area of rectangles and rectilinear shapes •Investigate area and perimeter. **Maths meeting** **Data- Time** • Estimate and read time to the nearest minute • Compare time in terms of seconds, minutes and hours • Convert units of time e.g. minutes to seconds, weeks to days **Money** • Solve problems, including missing number problems using number facts, place value and more complex addition and subtraction problems • Add and subtract money, including mixed units, and five change in practical contexts	**Solving measures and money problems** Children will learn about: •Convert units of measure •Select appropriate units to measure •Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically. **Shape and symmetry** Children will learn about: •Classify, compare and order angles •Compare and classify 2-D shapes •Identify lines of symmetry **Maths meeting** **Geometry, position and direction** • Use flags to identify angles, shapes, symmetry, parallel and perpendicular lines • Describe positions on a 2-D grid as coordinates in the first quadrant **Time** • Look at timetables using correct vocabulary e.g. arrive/depart, first, last **Money** • Recognise how many ten pence pieces equal one pound, how many one pence pieces equal one pound and relate them to tenths and hundredths of a pound • Compare amounts of money up to two decimal places	**Position and direction** Children will learn about: •Describe and plot using coordinates •Describe translations **Reasoning with pattern and sequences** Children will learn about: •Roman numerals up to 100 •Place value of other number systems •Number sequences and patterns **3-D shape** Children will learn about: •Use understanding of 3-D shapes •Identify 3-D shapes from 2-D representations **Maths meeting** **Number** • Identify the place value of digits in a number with us to two decimal places • Suggest a decimal fraction that is equivalent to a fraction in tenths or hundredths • Round decimals with one decimal place to the nearest whole number • Compare numbers with the same number of decimal places up to two decimal places • Add and subtract 4-digit numbers mentally using a range of calculation strategies **Measures** • Recognise and write decimal equivalents to one quarter, one half and three quarters in the context of capacity, length and mass.

						• Recognise centimetres written in metres; ml written in litres • Round lengths to the nearest metre.
Science	 **Teeth and digestion** Children will learn: •To describe simple functions of the basic parts of the digestive system in humans. •To identify the different types of teeth in humans and their simple functions.	 **States of matter** Children will learn: •To compare and group materials together, according to whether they are solids, liquids or gases. • To 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. • To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	 **Classification and environments** Children will learn: •To recognise that living things can be grouped in a variety of ways and to explore and use classification keys to help group, identify and name a variety of living things within their local and wider environment. •To recognise that environments can change and that this can sometimes pose dangers to living things. • To construct and interpret a variety of food chains, identifying producers, predators and prey.	 **Electricity** Children will learn: •To identify common appliances that run on electricity. •To construct a simple series electrical circuit, identifying, and naming its basic parts, including cells, wires, bulbs, switches and buzzers. •To 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, and to recognise that a switch opens and closes a circuit whilst associating this with whether or not a lamp lights in a simple series circuit. •To recognise some common conductors and insulators and to associate metals with being good conductors.	 **Sound** Children will learn: •To identify how sounds are made, associating some of them with something vibrating and to recognise that vibrations from sounds travel through a medium to the ear. •To find patterns between the pitch of a sound and features of the object that made it in addition to finding patterns between the volume of a sound and the strength of the vibrations that produced it. •To recognise that sounds get fainter as the distance from the sound source increases
History	 **Roman invasions** Children will learn: • To study the Roman Empire and its impact on Britain. •To develop their chronological understanding of British history. •To acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.	 **Roman Britain** Children will learn: • To study the 'Romanisation' of Britain in depth. • To explore Roman Britain on a local and national scale. • To acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.			 **Maya Civilisation** Children will learn: •To study a non-European society that provides contrasts with British history. •To study the Mayan civilization in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.	
Geography			 **Amazon: Rivers and Rainforest** Children will learn: •To locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.		 **The USA** Children will learn: •To locate the world's countries, using maps to focus on North America, concentrating on the

			•To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America. •To describe and understand key aspects of rivers, the water cycle, types of settlement and land use.			environmental regions, key physical and human characteristics, countries, and major cities. •To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America. •To describe and understand key aspects types of settlement and land use.
Art	**Drawing** **Power Prints** Children will learn: •To develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	**Greeting card craft** **Glue batik** .	**Painting and Mixed Media** **Light and Dark** Children will learn: •To develop colour mixing skills, using shades and tints to show form and create three dimensions when painting.	**Greeting card craft** **Photography** **Greeting card craft** **Felting**	**Sculpture** **Mega Materials** Children will learn: •To explore the way different materials can be shaped and joined, learning about techniques used by artists.	
Design Technology		**Cooking** **Adapting A Recipe** Children will learn: •To adapt a simple recipe and ensure that it comes within the given budget of overheads and costs of ingredients.		**Mechanical systems** **Mechanical cars** Children will learn: •To recognise the benefit of a range of diagram types of prototypes to communicate ideas. To create simple design criteria.		**Electrical systems** **Exploring electrical products** Children will learn: • To apply their scientific understanding of electrical circuits, children create a torch, designing and evaluating their product against set design criteria.
PE	**Basketball** Children will learn: • To delay an opponent and help to prevent the other team from scoring • To dribble, pass, receive and shoot the ball with increasing control • To move to space to help my team to keep possession and score goals • To provide feedback using key terminology and understand what I need to do to improve **Tennis** Children will learn: • To communicate with my teammates to apply simple tactics • To explain what happens to my body when I exercise and how this helps to make me healthy • To provide feedback using key terminology and understand what I need to do to improve • To return to the ready position to defend my own court • To play a continuous game • To use range of basic racket skills • To share ideas and work with others to manage our games	**Handball** Children will learn: • To self-manage a game with my teammates and officiate a match by applying the basic rules • To delay an opponent and help to prevent the other team from scoring • To move to space to help my team to keep possession and score goals • To provide feedback using key terminology and understand what I need to do to improve • To throw, catch and shoot with increasing control • I can use simple tactics to help my team gain **Parkour** Children will learn: • To create and remember a simple parkour routine that includes controlled transitions • To explore and choose different ways to move through space safely and with fluency • To link movements together smoothly by using fluid transitions • To twist and turn my body in the air to help me land in different directions • To use my upper body strength to support myself when moving over obstacles	**Fitness** Children will learn: • To collect and record my scores and identify areas I need to improve • To use key points to help me to improve my sprinting technique • To share ideas and work with others to manage activities • To show balance when changing direction at speed • To show control when completing activities to improve balance • To show determination to continue working over a period of time **Gymnastics** Children will learn: • To explain what happens to my body when I exercise and how this helps to make me feel healthy • To plan and perform sequences with a partner that include a change of level and shape • To provide feedback using appropriate language relating to the lesson • To safely perform balances individually and with a partner • I can watch, describe and suggest possible	**Dodgeball** Children will learn: • To catch with increasing consistency • To communicate with my teammates to apply simple tactics • To provide feedback using key terminology and understand what I need to do to improve • To return to the ready position to defend myself • To throw with some accuracy at a target • To share ideas and work with others to manage our games **Football** Children will learn: • To delay an opponent and help to prevent the other team from scoring • To dribble, pass, receive and shoot the ball with increasing control • To move to space to help my team to keep possession and score goals • To provide feedback using key terminology and understand what I need to do to improve • To use simple tactics to help my team score or gain possession	**Rounders** Children will learn: • To strike a bowled ball with adapted equipment • To use overarm and underarm throwing and catching skills with increased accuracy • To bowl a ball with some accuracy and consistency • To communicate with my teammates to apply simple tactics • To explain what happens to my body when I exercise and how this helps to make me healthy **Swimming** Children will learn: • To submerge, float and glide in the water. • To learn front crawl, backstroke, rotation, sculling and treading water. • To use a range of strokes effectively • To perform safe self-rescue in different water-based situations • To swim competently, confidently and proficiently over a distance of at least 25 metres	**Athletics** Children will learn: • To learn to run at a pace, jump a distance, throw a distance and learn a sprinting techniques. • To observe others and provide peer feedback. • To jump for distance with balance and control • To throw with some accuracy and power to a target area **Swimming** Children will learn: • To submerge, float and glide in the water. • To learn front crawl, backstroke, rotation, sculling and treading water. • To use a range of strokes effectively • To perform safe self-rescue in different water-based situations • To swim competently, confidently and proficiently over a distance of at least 25 metres

Music	**Singing in parts: Loops and Layers** Children will learn: • •To stay in time with others by listening carefully. • Compose a four-beat rhythmic loop that includes a simple melody. • Explain what a melodic loop is. • Sing their part at the right times with a strong voice.		**Musical motifs: Reading the stave** Children will learn: • Name and play the notes C to G using the stave. • Recognise and read notes on the stave while playing. • Follow the notes in the correct order shown on the stave. • Describe what a motif is. • Explain the effect different pitches can have on a listener in a motif. • Match motifs to characters based on the pitches heard. • Draw notes accurately on the stave.		**Musical technology: Loops** Children will learn: •To know that when you sing without accompaniment it is called 'A Cappella'. •To know that harmony means playing two notes at the same time that usually sound good together. •To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. •To know that 'performance directions' are words added to musical notation to tell the performers how to play.	
Computing		**iprogram (unit 1)** Children will learn: • To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts. •To use sequence, selection, and repetition in programs; work with variables and various forms of input and output •To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. •To develop computational thinking and create programs with scratch.	**isafe** Children will learn: • To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. •To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. •To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**idata** Children will learn: • To 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. • To explore data representation with databases.		**ilearn AI** Children will learn: • To explore the machine learning process and discover how AI systems are trained and learn from examples. •To learn about the potential of AI and its limitations. •To train machine learning models and create their own AI systems. •To use logical reasoning to explain how some simple algorithms work. •To select, use and combine a variety of software.
RSE	**Religious understanding & Me, my body, My health** • Get up! • The Sacraments • We don't have to be the same • Respecting our bodies • What is puberty? (Y4) • Changing bodies (Y4) • Boy/girl discussion groups (Y4) • Do you know…about food 'needs' and wants? • Do you know…how to talk about your body and your health? • Do you know…about dental hygiene? • D0o you know…about germs? • Do you know…how exercise impacts your body?	**Emotional wellbeing & life cycles** • What am I feeling? • What am I looking at? • I am thankful • Life cycles • A time for everything • Loneliness	**Religious understanding & personal relationships** • Jesus, my friend • Friends, family and others • When things feel bad • Balancing needs • Do you know…how to ask for help?	**Life online & keeping safe** • Sharing online • Chatting online • Safe in my body • Recognising risk • Drugs, alcohol and tobacco • First aid heroes	**Religious understanding** • A community of love • What is the Church?	**Living in the wider world** • How do I love others?
French	**Portraits- describing in French**	**Clothes- getting dressed in French**	**French numbers, calendars and birthdays**	**French weather and water cycle**	**French food- miam, miam!**	**French and the Eurovision song contest**