

# WHAT WILL WE BE LEARNING AT SCHOOL THIS YEAR?



An overview of some of the work being carried out in **Year 4** during the **Autumn Term**:

## R.E.

We will be studying the following topics:

### People

- Exploring our family trees
- Reveal how scripture traces the stories of some of the human family of Jesus.

### Called

- Exploring our responses to being chosen
- Reveal how different people respond to God's call, both in scripture and through the Sacrament of Confirmation.

### Gifts

- Explore the gift of love and friendship
- Reveal how Advent and Christmas are the Church's seasons of preparing to receive God's gift of love and friendship in Jesus.

### World Religions

- **Judaism:** Explore, discover and respect the importance of the Torah, for the Jewish people.
- **Hinduism:** Explore Holy books and stories that are important to Hindus, specifically Bhagavad-Gita. As well as this, we will look at Sanskrit writing.

## English

In **Reading** we will be looking at a variety of books and myths to help us explore our topic of 'The UK'. We encourage a love of reading, both at home and at school and enjoy listening to stories and poems. We will continue on from the previous year to embed the following skills in our reading and comprehension lessons:

- **Retrieving information from the text.**
- Make inferences, giving evidence from the text to support their answer.
- **Use the context of the text and their word knowledge to understand new words.**
- Looking at the author's language choices and what they mean.

The stories, myths and poems that we are reading will be used to create pieces of writing from a variety of genres. We will be looking at persuasive writing, narrative, diary entries and newspaper reports during the Autumn Term.

In **Writing** we will be embedding these skills:

- Use the following punctuation confidently:
- **Full stops**
- **Capital letters**
- Question marks
- Commas in a list
- Inverted commas at the beginning and end of speech
- **Apostrophes for singular possession and contractions**
- **Use of expanded noun phrases to describe characters and settings.**
- **Use of a range of conjunctions.**
- Write narratives with a clear beginning, middle and end with a clear plot.
- Organise writing into paragraphs around a theme.
- Proofread and amend writing with growing confidence.
- To use a joined handwriting style with letters of the correct size.

We will begin to learn the following skills:

- Use the full range of punctuation from previous year groups, including:
- **Commas after fronted adverbials**
- Exclamation marks
- Commas and full stops used correctly within speech
- Apostrophes for plural possession
- **Use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.**
- Write with a range of simple, compound and complex sentences.
- **Use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.**
- Spell all words with prefixes and suffixes correctly, e.g. usually, poisonous, adoration.
- **Spell homophones correctly, e.g. which and witch.**
- Spell all of the Year 3 and 4 statutory spelling words correctly.

In **Mathematics** we will be working on:

- **Recall all times tables to 12 x 12 and their linked division facts. Mentally work with factor pairs 144.**
- **Count in multiples of 6, 7, 9, 25, 1000**
- **Order and compare numbers beyond 1000, recognise place value in 4 digit numbers.**
- **To round any number to the nearest 10, 100 or 1000.**
- **Use the column method when adding or subtracting numbers with up to 4 digits.**
- **Solve two-step problems using the 4 main operations.**
- Learn to count back through 0 to include negative numbers.
- When multiplying 2 or 3-digit numbers by 1-digit, use formal written methods (grid and ladder).
- When dividing 2 or 3-digit numbers by 1-digit, use formal written methods (chunking method)
- Divide a 1 or 2-digit number by 10 or 100 to create a decimal number. Identify the value of the digits in the answer.
- Find the area of straight-sided shapes using your knowledge of multiplication.

In **Science** we will be developing the following skills:

- **Setting up simple practical enquiries, comparative and fair tests.**
- Make systematic and careful observations and take accurate measurements using standard units.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- **Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.**

Through the topic of Changing States, we will be:

- Comparing and grouping materials together, according to whether they are solids, liquids or gases.
- **Identifying the properties of water – solid, liquid and a gas.**
- Observing that some materials change state when they are heated. Measure and research the temperature at which this happens.

Through the topic of Electricity, we will be:

- Identifying common appliances that run on electricity.
- **Constructing a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.**
- Recognising that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

- Recognising some common conductors and insulators, and associate metals with being good conductors.

## Computing

Our topic is programming software to create an educational game. We will also use Computing skills to aid our learning in other subjects. We will learn the following skills:

- Launching a specific file or programme.
- **Create an algorithm for an animated scene in the form of a storyboard.**
- **Write a program to create an animation in Scratch.**
- Improve and edit a program (Debug their programs)
- Use Microsoft Powerpoint to create a slideshow (use copy and paste, design a background, transition slides and animate text and pictures)
- Use Microsoft Word, typing at an increased speed.

## Geography

Through our topic of The United Kingdom, we will:

- **Name and locate countries and some counties of the UK.**
- **Explore physical and human characteristics of the UK, including some cities, mountains, coasts and rivers.**
- Use an Atlas to locate countries, counties, mountains and to further develop their map skills.

## History

Through studying the Anglo-Saxon, we will:

- Develop an understanding of grouping periods of time in history into decades and centuries.
- **Explain that events from the past have helped shape our lives.**
- Appreciate that artefacts from the past are helping us build an accurate picture of people's lives in history.
- **Know people in the past cooked, travelled and worshipped differently than we do.**

## Art

We will be using the local environment and the UK landscape as a stimulus for the following learning:

- Use different grades of pencil (2B, 3B, 4B, 6B, HB) to show different tones and texture using marks and lines.
- Identify the effect of light and start to show this in my drawings.
- **Review what I and others have done and say what I think and feel about it.**

## Design and Technology

Through our learning of the Anglo-Saxons, we will be learning to:

- **Come up with at least one idea about how to create my product.**
- Measure carefully so as to make sure I don't make mistakes.
- Take on other people's advice when designing.
- **Begin to explain how I can improve my original design.**
- To show a good level of expertise when using a range of tools and equipment.
- **To work at a product even if original idea did not work very well.**

## Music

We will be exploring these themes throughout the year in different contexts:

- Describing music using musical vocabulary: Pitch, Duration, Dynamics, Tempo, Timbre, Texture, and Structure.
- **Performing a part within a simple group performance in simple time, 2:4, 3:4, 4:4.**
- Performing from memory, confidently either as a soloist, or in a small group.
- Beginning to sing in harmony within a song, with expression, shape and with awareness of others.
- Evaluating how venue, occasion and purpose affects the way music is created, performed and heard.

- Learning to play tuned percussion in 3 and 4 time.

## **P.E.**

Through the area of invasion games in Autumn 1 the children will learn to:

- **Use a range of techniques when passing.**
- Keep and use the rules they are given.
- Suggest how rules can be changed to improve the game.
- Adapt rules in agreement with others.
- **Use a range of tactics to keep possession of the ball to attack and goal.**
- Use knowledge they have learnt to make up suitable warm up activities.
- Know and explain tactics and skills they are confident with and use well in games.
- Choose different ways of practising these skills and tactics.
- Describe the help they need to improve play.

In the second half of the term, through dance, the pupils will learn:

- To follow simple routines.
- **To devise, perform and evaluate their own dance sequences.**

## **French**

We will be using the Rigolo programme through the topics of 'Encore!' and 'Quelle heure est-il?' to:

- Have a short conversation using the new vocabulary taught in the topic.
- Read and understand a short text using familiar language.
- Say what I like/dislike about a familiar topic.

## **PSHE**

We will hold a Circle Time or PSHE activity each week focusing on:

- Establishing the rules and standards for our classroom.
- Revisiting our understanding of the key messages of the school's mission statement.
- Working on the attitudes and dispositions identified as being appropriate for Year Four pupils.
- Revisit the fundamental British values of our nation, focusing on Democracy, Rule of the Law and Mutual Respect.
- Looking at Growth Mindset and how to achieve your goals.

An overview of some of the work being carried out in **Year 4** during the **Spring Term**:

## **R.E.**

We will be studying the following topics:

### **Community**

- What it means to belong to a community
- How ministries in the Parish reach out to the wider community

### **Giving and Receiving**

- Giving and receiving in everyday life
- How the Eucharist, in its different parts, challenges us and enables us to live and grow in communion.

### **Self-Discipline**

- Exploring the notion that self-discipline is important
- Reveal how, through the season of Lent and during Holy Week, we grow to new life through self-discipline.

## English

In **Reading** we will be looking at a variety of books to help us explore our topic of 'France'. We encourage a love of reading, both at home and at school and enjoy listening to stories and poems. We will continue on from the previous term to embed the following skills in our reading and comprehension lessons:

- **Retrieving information from the text.**
- Make inferences, giving evidence from the text to support their answer.
- **Use the context of the text and their word knowledge to understand new words.**
- Looking at the author's language choices and what they mean.

In **Writing** we will be looking at persuasive writing, non-chronological reports, narrative, poetry and diary entries using the following skills:

- Use the following punctuation confidently:
  - Full stops
  - Capital letters
  - Question marks
  - Commas in a list
  - **Inverted commas at the beginning and end of speech**
  - **Correct use of commas and full stops around speech**
  - **Apostrophes for singular possession and contractions**
- Planning and writing our own texts to suit a specific audience, which accurately reflects the purpose.
- Using fronted adverbials and adverbial phrases correctly in our writing
- **Using subordinate clauses in a complex sentence.**
- **Using commas to show subordinate clauses.**
- Using exciting and interesting words which suit the text type to engage our reader.
- Writing a satisfying ending.
- **Proof reading for spelling, punctuation and grammar errors.**
- Writing consistently with neat, legible joined handwriting.
- **Writing expanded noun phrases by adding prepositional phrases to the determiner, noun and adjectives.**
- Spelling common homophones.
- Understanding the difference between plural and possessive 's'.

## Mathematics

We will be working on:

- **Relating fraction notation to division. Find common equivalent fractions.**
- **Dividing a 1 or 2-digit number by 10 or 100 to create a decimal number. Identify the value of the digits in the answer.**
- Counting up/down in hundredths, know that  $\frac{1}{100}$  is the same as  $\frac{1}{10}/10$ .
- **Recognising and showing, using diagrams, families of common equivalent fractions.**
- Rounding decimals with one decimal place to the nearest whole number. Compare and order numbers with up to two decimal places.
- Recognising and writing decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  and any number of tenths and hundredths.
- Solve problems that involve converting between different units of measure, including money and time to two decimal places.

## Science

In Year 4, we will be developing the following skills:

- Setting up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and take accurate measurements using standard units.

- **Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.**
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

In the topic of Sound and Hearing, we will be learning:

- **How sounds are made, associating some of them with something vibrating.**
- **How vibrations reaching your ear drum are heard as sound.**
- How vibrations travel better through some materials than others.
- How vibrations travel faster through solids than gases.
- That vibrations from sounds travel through a medium to the ear.
- That sounds get fainter as the distance from the sound source increases.
- How to find patterns between the pitch of a sound and features of the object that produced it.
- How to find patterns between the volume of a sound and the strength of the vibrations that produced it.

### Computing

Our topics are 'We are Musicians' and 'We are HTML editors'. We will also use Computing skills to aid our learning in other subjects. We will learn the following skills:

- Use technology safely and respectfully.
- **Use Powerpoint to create a slideshow: to design a background, to transition slides and to animate text and pictures.**
- Recording a sound and playing it back.
- Predicting what a simple program will do and test those predictions.
- **Understand how to use sequences in programs.**
- Understand some features of internet protocols.
- Have a basic understanding of how domain names are converted to IP addresses.

### Geography

Through our topics of France we will:

- Begin to understand scale and distance on a map, using and applying mathematical skills.
- **Describe key aspects of human geography including types of settlement and land use, economic activities and the distributions of some natural resources of the country studied.**
- Understand the geographical similarities and differences through the study of human and physical geography of a region in France.
- Use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns.
- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

### History

Through our topic of 'France' we will learn about key events in the French Revolution.

- **Developing an appreciation that war is a historical constant and that they are often associated with religion, invasion and empire building.**
- Use artefacts from the past to help build an accurate picture of people's lives in history.
- Plot recent history on a timeline using centuries.
- Compare two versions of the same historical events from different points of view.

### Art

We will look at various European artists and learn to:

- Look and discuss own work and that of other artists (Monet and Degas)
- Look at various artists creation of pattern and discuss their effects (Monet and Degas)

- Create mood in my painting. (Degas)
- **Experiment with different styles which artists have used.**
- **Organise line, tone, shape and colour to represent figures and forms in movement. (Degas)**
- Show facial expressions and body language in my drawings.

### **Design and Technology**

We will learn about food technology linked to our theme of France, learning the following skills:

- Know what to do to be hygienic and safe.
- Thinking about what I can do to present my product in an interesting way.
- **Take other people's ideas into account when designing.**
- **Produce a plan and explain it to others.**
- Suggest some improvements and say what was good and not so good about my design.

### **Music**

We will be rehearsing and performing the Easter production as well as continuing our knowledge of musical terms:

- Describing music using musical vocabulary: Pitch, Duration, Dynamics, Tempo, Timbre, Texture, and Structure.
- Performing a part within a simple group performance in simple time, 2,3, 4.
- **Performing from memory, confidently either as a soloist, or in a small group.**
- Begin to understand and use harmony in a piece of work

### **P.E.**

Through gymnastics, the children will learn to:

- **Work with a partner to make a short sequence on the floor, mats and apparatus.**
- **Devise routines of stretching exercises that prepare gym work.**
- Make simple assessments of performance based on criteria given by the teacher.
- Refine sequences and other's work.
- Offer constructive ideas when working with a partner.

### **French**

Through the units 'Le fetes' and 'Ou vas-tu?' we will:

- Read and understand a short text using familiar language
- **Understand messages and dialogue**
- Use a bilingual dictionary/ glossary to look up new words
- **Use phrases to give a personal response**
- Read independently

### **PSHE**

We will hold a Circle Time or PSHE activity each week focusing on:

- Working on the attitudes and dispositions identified as being appropriate for Year Four pupils.
- Following on with work during Child Mental Health Week
- Keeping safe in school, at home and on the internet, linking to visits from the NSPCC and Safer Internet Day
- Our Healthy School Mission

An overview of some of the work being carried out in **Year 4** during the **Summer Term**:

## **R.E.**

We will be studying the following topics:

### **New Life**

- Exploring how good news brings life and happiness
- Reveal how the new life of the Easter message is spread through the power of the Holy Spirit.

### **Building Bridges**

- Explore how bridges of friendship are built, broken and mended
- Reveal the importance of admitting wrong, and being reconciled with one another and with God, through the Sacrament of Reconciliation.

### **God's People**

- Explore the lives of ordinary people who have done extraordinary things,
- Reveal how different saints show people what God is like.

## **English**

In **Reading**, we will be focusing on the following skills:

- Identify the main idea of a text from more than one paragraph
- Summarise their understanding of the main idea of more than one paragraph
- Infer characters' feelings, thoughts and motives from their actions
- Justify inferences with evidence from the text
- Predict what might happen from details implied
- Discuss words and phrases that capture their interest and imagination.

In **Writing** we will be using the following skills:

- Use the following punctuation confidently:
  - **Inverted commas at the beginning and end of speech**
  - **Correct use of commas and full stops around speech**
  - **Apostrophes for singular possession and contractions**
  - **Commas after fronted adverbials**
- Using fronted adverbials and adverbial phrases correctly in our writing
- Using subordinate clauses in a complex sentence.
- Using commas to show subordinate clauses.
- **Create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.**
- **Consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader.**
- **Always maintain an accurate tense throughout a piece of writing.**
- Using exciting and interesting words which suit the text type to engage our reader.
- Writing a satisfying ending.
- **Proof reading for spelling, punctuation and grammar errors.**
- Writing consistently with neat, legible joined handwriting.
- Spelling common homophones.
- Use knowledge of word families to help with their spelling.

## **Mathematics**

- **Find the area of straight-sided shapes by counting squares. Measure and calculate perimeters in centimetres and metres.**
- **Identify and compare the sizes of acute and obtuse angles. Identify lines of symmetry in 2D shapes in different orientations. Complete drawings.**



- **Compare and classify geometric shapes, including quadrilaterals and triangles based on properties and sizes.**
- Plot specified points and draw sides to complete a given polygon.
- Describe positions as coordinates in the first quadrant. Describe simple translation.
- Interpret and present discrete and continuous data in various ways, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- Consolidate knowledge of the four operations and the different methods we can use.

## Science

Our topic is 'Living Things' which will focus specifically on African animals and their habitats. We will learn to:

- **Describe the functions of the basic parts of the digestive system in humans.**
- **Recognise that animals can be grouped in a variety of ways.**
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying predators, producers and prey.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

## Computing

We will be looking at researching and presenting information on the internet, as well as continuing to improve our general Microsoft Skills. The children will be learning to:

- Use the copy and paste functions on the keyboard and select text or pictures using the mouse: ctrl c ctrl v to paste.
- Format my copied images by right clicking on them and selecting the wrap text button and selecting square to move the image around the document.
- Create and use a text box to use in an office document.
- In Word I can use BOLD, ITALICS and the underline button and keyboard shortcuts in my work.
- Format my work correctly using appropriate font sizes.
- Use Word for a variety of purposes e.g History report or science experiment write up.
- Locate and load up previously saved work from my documents.
- **Use Microsoft Excel to produce bar charts and a table of results.**
- Capture an image/ video on a camera.
- **Write for a target audience using a wiki tool.**
- **Develop collaboration skills.**
- **To understand the physical hardware connections necessary for computer networks to work.**
- **To understand some features of internet protocols.**

## Geography

We will learn about the different types of landscapes in Africa. We will focus on the desert, the savannah, the rivers, the highlands, the forests and wetlands.

- **Use a globe and maps, recognising some OS symbols on maps to name geographical regions to identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns.**
- **Describe & understand key aspects of physical geography, including rivers and mountains.**
- Begin to understand scale and distance on a map, using and applying mathematical skills.

- Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.
- **Name and locate the Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle**
- Communicate geographical information in a variety of ways

## History

We will learn about Ancient Egypt through the following skills:

- Place periods of history on a timeline showing periods of time.
- Develop an appreciation that war is a historical constant. I know that they are often associated with religion, invasion and empire building.
- Research the life of a child in history.
- **Know people in the past cooked, travelled and worshipped differently than we do.**
- **Appreciate that artefacts from the past are helping us build an accurate picture of people's lives in history.**
- **Compare two versions of the same historical events.**
- Give more than one reason to support a historical argument.
- **Explain that events from the past have helped shape our lives.**

## Art

Through our topic of Africa, we will look at the work of artists and take inspiration from books and historical events through the following skills:

- Explain art from other periods of history.
- **Create an accurate print design.**
- **To print onto different materials.**
- **To create a print based on the work of a famous designer**
- Review what I and others have done and say what I think and feel about it.

## Design and Technology

Through our topic of Africa, we will take inspiration from books and historical events, using the following skills:

- **Use earlier learnt skills (sewing using different stitches, sewing on detail, quilting etc) as part of a project.**
- Think about how to make my product strong.
- **Devise a template.**
- Use a range of advanced techniques to shape and mould.
- Use finishing techniques showing an aware of audience.
- **Tell if my finished product is going to be of good quality**
- **Evaluate my product thinking of both appearance and how it works**
- **Take time to consider how I could have made my idea better**

## Music

We will be exploring 'Ancient Worlds' and 'Around the World', developing the following skills:

- **Choose our own symbols/notations to represent a composition and show sequences of pitches.**
- Recognise the importance of silence in music using rests.
- Identify the character of music and explore the relationship between sounds and timbre when listening to music.
- Identify and exploring how music reflects different intentions.
- **Name some music and composers from a variety of eras/cultures/styles.**

- **Identify instruments from orchestral families and timbres in relation to eras, cultures and styles.**
- **Maintain an individual part with an awareness of the need to achieve an overall effect.**
- Describe, compare and evaluate different kinds of music using appropriate musical vocabulary.

## **P.E.**

We will be developing and refining the skills associated with fielding and striking and Athletics through the following skills:

- **Strike a ball with intent and throw it more accurately when bowling/fielding.**
- **Intercept and stop the ball with consistency and to sometimes catch it.**
- **Return the ball quickly and accurately.**
- **Choose and use batting or throwing skills to make a game harder for opponents.**
- **Choose where to stand successfully as a fielder.**
- **Work well as part of a team to make it harder for the batter.**
- Understand the demands that specific activities make on the body.
- Understand the importance of warming up.
- Describe what is successful in their own and others' play.
- Identify parts of a performance that needs improvement and suggest ways to achieve this.

## **French**

Through the Units 'On Mange' and 'Le Cirque', we will:

- Show understanding of short passages made up from familiar language
- Understand messages and dialogue
- Identify and give a personal response on a passage
- **Have a short conversation saying 3 or more things**
- **Read independently**
- Read and understand a short text using familiar language
- Use a bilingual dictionary/ glossary to look up new words
- Write 2-3 sentences on a familiar topic

## **PSHE**

We will hold a Circle Time or PSHE activity each week focusing on:

- **Working on the attitudes and dispositions identified as being appropriate for Year Four pupils.**
- **Exploring Come and See's Journey in Love Topic, focusing on sex and relationship education at an appropriate level for Year 4.**
- Transitioning to a new year group and discussing the challenges, worries and excitement this brings.
- Getting on and falling out and how to manage our feelings.