

Year Four Overview 2016/17

Reading

apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1,
 continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 read books that are structured in different ways and reading for a range of purposes increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
 recommend books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing
 making comparisons within and across books learning a wider range of poetry by heart
 both to read aloud and to understand the meaning of new words they meet
 preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding
 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
 explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.

Writing

Spelling (see English Appendix 1)
 Pupils should be taught to:
 write legibly, fluently and with increasing speed

identify the audience for and purpose of the writing,
 note and developing initial ideas, drawing on reading and research where necessary
 use further prefixes and suffixes and
 select the appropriate form and using other similar writing as models for their own
 understand the guidance for adding them
 spell some words with 'silent' letters [for example, knight, psalm, solemn] choose which shape of a letter to use when given choices in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 decide whether or not to join specific letters continue to distinguish between homophones and other words which are often confused in narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action choose the writing implement that is best suited for a task.
 use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
 précis longer passages
 use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] use dictionaries to check the spelling and meaning of words assess the effectiveness of their own and others' writing
 propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 proof-read for spelling and punctuation errors
 perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Grammar

Develop understanding of the concepts set out in English Appendix 2:
 extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

use the present perfect form of verbs in contrast to the past tense choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause

use fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features:

use commas after fronted adverbials
 indicate possession by using the possessive apostrophe with plural nouns

use and punctuate direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

<p>Number: Number & Place Value count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p>	<p>Measurement Convert between different units of measure [for example, kilometre to metre; hour to minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares</p>	<p>Fractions recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a</p>
<p>order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. Number: Addition & Subtraction add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Number: Multiplication & Division recall multiplication and division facts for multiplication tables up to 12 x 12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>estimate, compare and calculate different measures, including money in pounds and pence. Geometry: Properties of Shapes compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry. Geometry : Position & Direction describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon. Statistics interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to 1/4, 1/2, 3/4 find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and 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 solve simple measure and money problems involving fractions and decimals to two decimal places.</p>
<p>Science skills across the year: Working Scientifically Lower Key stage 2</p> <ul style="list-style-type: none"> • 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. 		

Subject	<u>Term 1</u> Romans Why were the Romans so powerful?	<u>Term 2</u> The power is off! How could we cope without electricity?	<u>Term 3</u> London calling Where would you choose to build a city? Why is the Thames so important to London? Why is London such a cool place to live?	<u>Term 4</u> Brilliant Bodies How can Usain Bolt move so quickly? What happens to the food we eat?	<u>Term 5</u> Survival How would we survive without water? Which plants and animals thrive in your locality?	<u>Term 6</u> Caught! Who were the early law makers?
Texts and genres	Narrative: Myth/legend Non-Fiction: Fact files,	Narrative: Adventure Non-Fiction: Information texts	Non-Fiction: Informal/formal,	Narrative: Author study Non-Fiction: play script	Narrative: Traditional Tale/Fairy Tale Non-Fiction: Instructions	Narrative: Mystery/Detective Non-Fiction: Chronological

		Diary,	letters, newspaper		Persuasion,	report
PSHCE	New Beginnings (SEAL) School Council	Getting On and Falling Out (SEAL) Anti-bullying Week Road Safety	Going for Goals (SEAL) Teeth Personal Finance	Good To Be Me (SEAL) Drugs Building Site Safety	Relationships (SEAL) SRE Sun Safety	Changes (SEAL) My Money Week (see appendix 2) E-Safety RNLI Water Safety
Science	Sound 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.	Electricity identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	Living Things & their Habitats recognise that living things can be grouped in a variety of ways 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.	Animals (including humans) describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey.	Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. recognise that environments can change and that this can sometimes pose dangers to living things.	States of Matter 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>Computing</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>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</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</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> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
<p>Design & Technology</p>		<p>Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for</p>	<p>Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Cooking & Nutrition understand and apply the principles of a healthy and varied diet prepare and cook a variety of</p>		

		<p>purpose, aimed at particular individuals or groups</p> <p>Technical knowledge understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p>	<p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] apply their understanding of computing to program, monitor and control their products.</p> <p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p><u>London Eye. Tower bridge</u></p>	<p>predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		
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<p>History</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>The Roman Empire and its impact on Britain</u></p>				<p>A local History Study For this year only Gunpowder plotA study of an aspect or theme in British history that extends pupils' chronology beyond 1066: The beheading of Charles 1; Civil War; Great Fire of London Focusing on Naseby in the local area</p>	<p><u>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p>Crime and punishment</p> <p>-Leisure and entertainment in the 20th century WOW: Work together to create rules to make their class the most important in the whole school (Bias). Visit from a community police-officer. crime and punishment from the AngloSaxons to the present day Why do we need laws and who thought of them in the first place?What is the Magna Carta and why is it so important even today?What is a Parliament and what is its connection to laws? Who created the first British Parliament and how did it work? Who makes our laws today and who upholds them? What were punishments like 750 years ago? Reflection: Recreate a court held in the 12th or 13th century. All children start the day by being introduced to traditional board games such as: ludo; snakes and</p>
						<p>ladders, etc. Leisure and Entertainment in the 20th century</p>

<p>Geography</p>			<p>Human: Where would you choose to build a city? Why is the Thames so important to London? River Study and City locations •Settlements, land use, economic activity, including natural resources, especially water supplies Physical: What are the common features you notice when locating all of Europe's/Britain's biggest cities? Why do you think rivers were important to the location of major cities? Can you choose a major European city and create a brochure to encourage someone to visit? Why is the transport system very important in major cities? Using paper, how can you create a skyscraper that is at least 2 metres high? Can you locate many of the important features on a map of a city? What are the major differences between a major city and a small town or village? Reflection: Children will use photographs from the internet and become a tourist guide in a well known European country.</p>	<p>Contd.... Why is London such a cool place to live? UK City Study WOW: Visit to the city chosen – preferably open bus top •Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Why do you think London is the capital city of the United Kingdom? Why do so many people live in London? Can you trace the growth in London's population over the past 100 years? Can you chose 5 popular monuments or buildings in London and write a promotion leaflet on them? Can you reconstruct a bridge that opensto allow a ship to pass? From photographs you have taken can you paint one of your favourite places in London? What would be the main advantages and disadvantages of living in London? Reflection:Using photographs and video extracts can they put together a documentary about the city?</p>		
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<p>Religious Education</p>	<p>What do people believe about God? KS2 RE: C1 Pupils should be taught to discuss and represent thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. WOW: Visit by a representative of a religion or a religious leader to talk about their view of God. Why is God written with a capital 'G'? How is God, or are the gods, described in different religious books and texts? How is God portrayed in Christian art? What are the features of Islamic art and how do these reflect belief? What is the Humanist view? What do I believe about God?</p>		<p>What are the rules? KS2 RE: WOW: Play a game with the class but introduce obviously unfair rules and discuss how the children respond. C2 Pupils should be taught to consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. Why are rules important? What are the rules or precepts for two religions represented in our community? Can we re-tell the story of Moses and the ten commandments? Can we re-tell a story from another religion about rules or guidance on how to live with and how to respond to others? What are moral values?</p>	<p>That's not fair! Or is it? Pupils should be taught to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. WOW: Watch a famine relief appeal video. How do we help others? How did Christian Aid, Islamic Relief and/or Oxfam begin and why? What's the story behind Comic/Sport Relief? Do you have to be religious to support these charities? Which charity appeal could we support?</p>	<p>What is so special about places? WOW: Play a slideshow of amazing views of natural and humanmade places and ask the children how they make them feel. What places are special to us and why? What is special about Mount Hira to Muslims and The Mount of Olives to Jews and Christians? What are the main features of a mosque, a church, a mandir and/or a gurdwara? What places are near our school that have religious significance? What do places of worship have in common and what are the differences?</p>
<p>Art and Design</p>	<p>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 sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history.</p>	<p>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 sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history.</p>		<p>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 sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history.</p>	<p>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 sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history.</p>

Languages	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 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 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* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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. 					
Music	<p>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 inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory 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 develop an understanding of the history of music.</p>					
Physical Education Swimming to be taught for 1 term: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.	Real PE scheme of work: unit 1 - Personal Skills Plus Dance. Create dance movements, from ballet to street dance, which reflect the body's ability to balance and move between different positions.	Real PE scheme of work: unit 2 - Social Skills Plus gymnastics	Real PE scheme of work: unit 3 - Cognitive Skills Plus Games	Real PE scheme of work: unit 4 - Creative Skills Plus Dance	Real PE scheme of work: unit 5 - Applying physical skills Plus Gymnastics	Real PE scheme of work: unit 6 - Health and Fitness Plus Games