

Waves of Change

Year 4 Autumn 2



Geography: Southern England & Coastal Erosion

- To use local area maps to identify specific features, e.g. land-use, areas of farming or industry.
- To can name, locate and describe the Southern region of the UK, including the surrounding seas (particularly London, South East, South West)
- To describe different types of land-use and natural resources in these areas, using the terms human and physical accurately in relation to this.
- To explain the process of coastal erosion and how this can impact on people, giving precise observations from research about changes to human settlements.
- To identify how processes such as land-use, climate and availability of natural resources may have impacted on a country/area and comment how this may have changed over time.
- To make increasingly detailed sketches of a location, labelling them with geographical vocabulary.
- To draw maps and plans of places I have studied, including a key, four figure grid references, a scale, a compass rose indicating North and some OS symbols.

Science: Ecology

- To recognise that living things can be grouped in a variety of ways.
- To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- To recognise that environments can change and that this can sometimes pose danger to living things.
- To identify measures we can take to protect the environment

History: The Stuarts & the Union of the Crowns

- To understand why James 1 was chosen as Elizabeth 1's heir & the Union of the Crowns
- To understand the importance of the Divine Right of Kings
- To understand the origins & consequences of the Gunpowder Plot
- To investigate James 1's visits to Loseley House

English:

Reading: focus on developing fluency and retrieval through *Shackleton's Journey* and other non-fiction texts

- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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

Writing:

Formal letter of application; job interview role play; setting descriptions; writing in role – diary entries and informal letters using *Shackleton's Journey* and *The Lion, The Witch & The Wardrobe*

- Writing for a wider range of audiences and purposes
- Introduce wider range of subordinating conjunctions
- Fronted adverbials
- Expanded noun phrases for description and detail
- Use paragraphs to organise ideas effectively

Mathematics:

- Begin to multiply two digit numbers by one digit numbers using formal written layout (with support)
- Begin to solve problems involving multiplying and adding
- Convert between units of measure – length, mass & capacity
- To begin to recognise using diagrams, families of common equivalent fractions
- To begin to solve problems involving fractions to calculate quantities & fractions to divide quantities
- To add and subtract fractions with the same denominator
- To begin to solve problems involving fractions to calculate quantities & fractions to divide quantities
- To begin to calculate using measures, including money
- To begin to recognise decimal equivalent of any number of tenths
- To begin to solve simple measure & money problems involving simple fractions & simple decimals to 2 dp
- To convert between measures - money
- Digital & analogue time
- To begin to solve problems involving converting from hours

D&T: Design & Make a 'Guy'

- To generate ideas, considering the purposes for which they are designing.
- To make labelled drawings from different views showing specific features.
- To develop a clear understanding of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempt fails.
- To evaluate products and identify criteria that can be used for their own designs.
- To select appropriate tools and techniques for making their product.
- To measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques
- To evaluate their work both during and at the end of the assignment.

Music:

- To sing musically with increasing confidence and control. To recall sounds with increasing aural memory and to play and perform in solo and ensemble contexts, singing and playing musical instruments with increasing accuracy, fluency, control and expression – Christmas Carols and Glockenspiels
- To use and understand staff and other musical notations – crotchets, paired-quavers, minims and semi breves including rests.
- To develop an understanding of the history of music. – Baroque Era (1600-1750)

Computing: Kodable Asteroidia

- To identify String, Integer, and Array variables.
- To differentiate between variable types.
- To understand the role of variables in programming.



PE:

Real Dance: shape solo; circle solo; partnering shapes; partnering lifts; partnering circles; artistry

Real PE: dynamic balance to agility: jumping & landing; static balance (seated)



Spanish:

- To follow a story using visual clues
- To recognise names of animals from the zoo
- To recognise letters of the alphabet
- To participate in a drama in Spanish
- To play a game in groups, communicating in Spanish

RE: How did Jesus change lives?

- To retell a story about Jesus and suggest why it might be important.
- To recognise that questions about miracles are hard to answer.
- To share their own ideas & raise questions about miracles or peoples' encounters with Jesus.
- To investigate how peoples' lives were changed after meeting Jesus.
- To make links between what Jesus did and what Christians believe about him.
- To compare their ideas with others'.
- To explain the sacrifices people made when they followed Jesus.
- To describe how Jesus' miracles might have an impact on Christians today

How can artists help us to understand Christmas?

PSHE: Health and Wellbeing

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- To understand school rules about health and safety, where and how to get help
- To learn about people who are responsible for helping them stay healthy and safe and ways that they can help these people