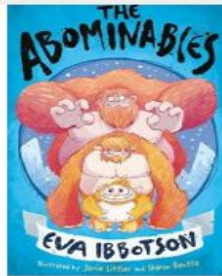
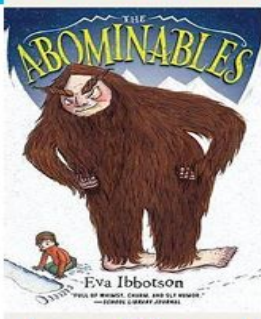
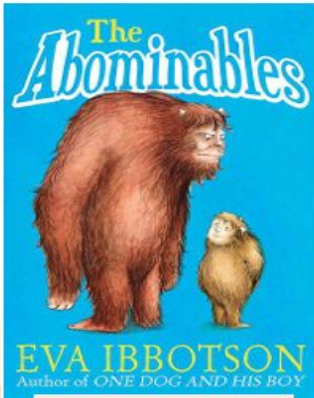


Year 4 English: The Abominables –Narrative - Approximately 3 weeks of learning time.



Point of view	the perspective of the story – the way the story is told
Character traits	the qualities or attributes that make a character in a story unique and interesting
Report	a type of non-fiction writing that doesn't follow events in time order. Written in the present tense, it informs the reader around a particular topic
paragraphs	a group of sentences that all relate to one main idea or topic
Expanded noun phrase	a group of words that includes a noun and one or more descriptive words, often adjectives, to add detail and specification. A simple example is structured <i>determiner, adjective, noun</i>
Subordinate clause	Beginning with a subordinating conjunction, a group of words that functions like a clause within a sentence, but doesn't make sense on its own



Prior learning	This unit builds on previous narratives, using a wider range of grammatical features. It builds on learning in previous fiction books, <i>The Wind in the Willows</i> , <i>Moskida</i> and <i>The Lion, the Witch and the Wardrobe</i>
Reading	<p>The children will learn to:</p> <ul style="list-style-type: none"> Discuss how the choice of point of view affects the reader's understanding of the characters (building on 'Varjak Paw' Y4) Justify their predictions about the novel from character traits (building on character focus in 'The Firework Maker's Daughter' Y4) Discuss the novel with a wide range of classic children's fiction focusing on the five-part story structure (building on all of the novels studied in LKS2)
Writing	<p>The children will learn to:</p> <ul style="list-style-type: none"> Write in a report style using appropriate structure Consistently organise writing into paragraphs based around a feature Utilise technical vocabulary consistent with a report
Grammar and Punctuation	<p>The children will learn to identify and:</p> <ul style="list-style-type: none"> Use expanded noun phrases to add specific details for the reader (building on <i>The Lion, The Witch and The Wardrobe</i> Y4) Manipulate subordinate clauses to add variety to sentence structure (building on 'Cinamon' Y4)
Oracy	<p>Children will learn to:</p> <ul style="list-style-type: none"> Give supporting evidence based on a previous example (building on debate skills in 'The River' Y4) Use natural and subtle prompts for turn-taking Be respectful of disagreements (building on whole class discussion in 'Wind in the Willows' Y4) Respond to opposing arguments presented



Year 4 Maths - Multiplication and division - Approximately 2 weeks of learning

Terminology	Definition
Multiply	Repeated addition
Product	Answer to a multiplication calculation
Partition	Split a number into parts based on place value
Exchange	Moving values between place value columns

$$8 \times 568 =$$

$$\begin{array}{r}
 568 \\
 \underline{44} \\
 568x
 \end{array}$$

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

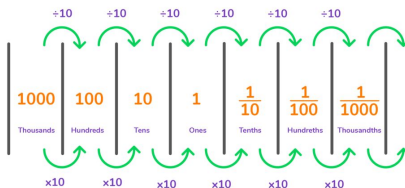
Prior learning	Children should know times tables and related division facts up to 12×12 ; have an understanding of place value; recognise the value of ones, tens and hundreds in numbers, and be able to split numbers into tens and ones.
Learning objectives	<ul style="list-style-type: none"> ● Informal written methods for multiplication ● Multiply a 2 digit number by a 1 digit number ● Multiply a 3 digit number by a 1 digit number ● Divide a 2 digit number by a 1 digit number

Year 4 Maths - Fractions, decimals and percentages - Approximately 2 weeks of learning

Terminology	Definition
Decimal	A number written using a decimal point
Tenths	One part out of ten equal parts
Hundredths	One part out of one hundred equal parts
Partition	To split a number into parts
Compare	To decide which number is greater or smaller
Round	To find the nearest value or whole number

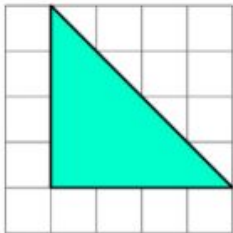
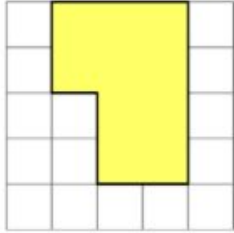
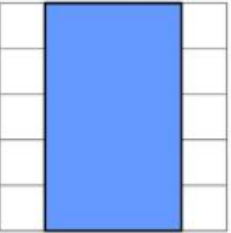
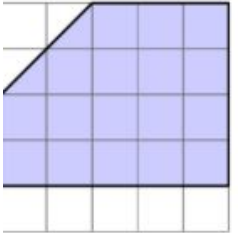
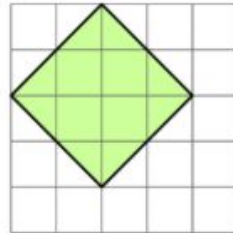
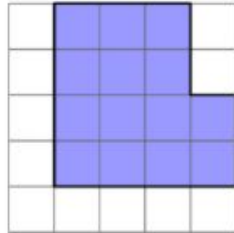
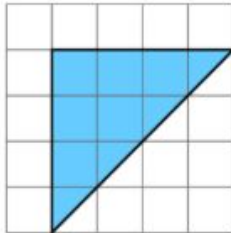
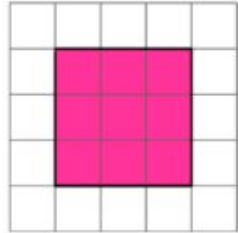
Prior learning	Children should be able to: recognise ones, tenths and hundredths and their value in a number; know that tenths and hundredths are parts of a whole; compare and order whole numbers using greater than (>) and less than (<) and split numbers into parts and place numbers accurately on a number line.
Learning objectives	<ul style="list-style-type: none"> ● Make a whole with tenths ● Make a whole with hundredths ● Partition decimals ● Flexibly partition decimals ● Compare decimals ● Order decimals ● Round to the nearest whole ● Halves and quarters as decimals

Whole Number Part				Decimal Point	Decimal Part		
1,000	100	10	1		$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1,000}$
Thousands	Hundreds	Tens	Ones		Tenths	Hundredths	Thousandths
			0	.	7	9	1



Year 4 Maths - Measurement - Approximately 2 weeks of learning

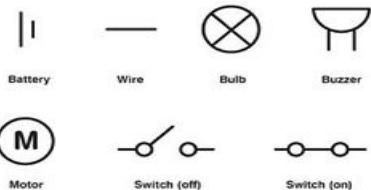
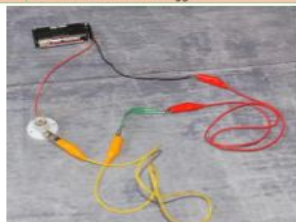
Terminology	Definition
Area	The amount of space inside a shape
Square unit	A single square used to measure area
Compare	To decide which area is larger or smaller



Prior learning	Children should be able to: recognise and name basic shapes (squares, rectangles, triangles); count in ones and recognise equal-sized units; know how to use square grids and recognise each square as the same size unit and compare which objects/shapes are bigger or smaller based on space covered.
Learning objectives	<ul style="list-style-type: none">● What is area?● Count squares● Make shapes● Compare area

Year 4 Science – Electricity - Approximately 5 weeks of learning time

Terminology	Definition
appliance	a machine or device, especially an electrical one used domestically
circuit	a complete path which electrical energy can flow through
conductor	materials that let electricity pass through them easily
insulator	materials that do not let electricity pass through them easily
battery	stores chemical energy
cell	a device used to generate electricity, or to make chemical reactions by applying electricity
switch	a component within an electrical circuit which enables the flow of electricity to be turned on and off

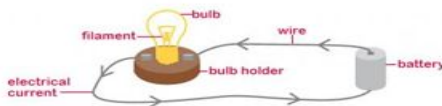


Prior learning Children will have existing knowledge of electricity in their environment and know that certain items need electricity to work. They already know that switches turn objects on and off.

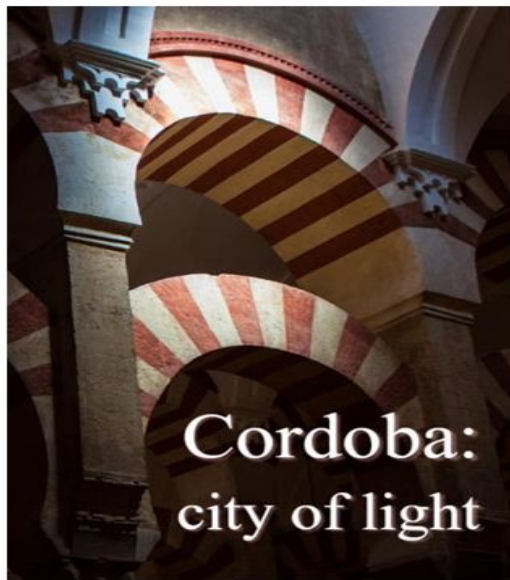
Science objectives

Pupils should be taught to:

- 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
- 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
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.



Year 4 History – Cordoba: city of light - Approximately 6 weeks of learning time



Cordoba: city of light



Terminology	Definition
Caliphs	Muslim leaders
Disputes	Disagreements or arguments
Factors	Reasons
Dynasty	A family that lasts over time, protecting its inheritance
Emir	A ruler
Locust	A flying insect similar to a cricket
Minaret	Part of the mosque from which Muslims are called to prayer
Lute	A stringed musical instrument

Prior learning

This builds on the previous unit where children learn about the spread of Islam. It links to the Christianity unit and also builds on their prior knowledge of the Christian and Jewish faiths from R.E. lessons.

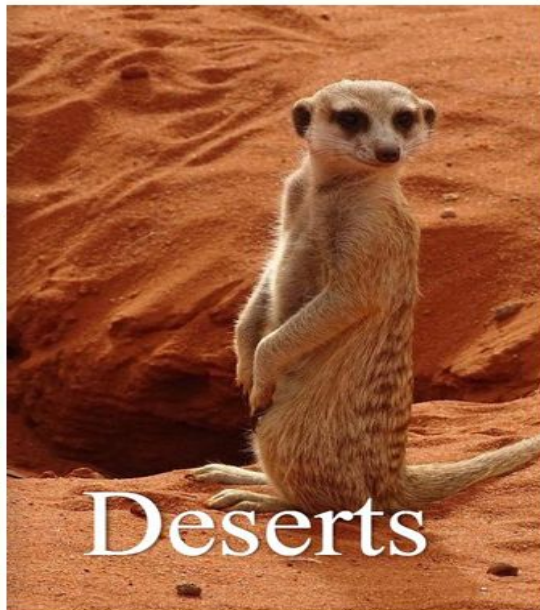
Disciplinary focus: similarity and difference: How did worlds come together in Cordoba?

History objectives

1. Islam burst out of Arabia
We are learning where Islam spread to from Arabia
2. Why did Islam spread so far, so fast?
We are learning why Islam spread so far, so fast
3. The homesick ruler and the hall of light
We are learning the significance of Abd-al-Rahman
4. City of learning, city of art
We are learning how Cordoba became a city of learning
5. City of three religions
We are learning how Cordoba became the city of 3 religions
6. 'You have destroyed what was unique in the world'
We are learning reasons for the growing trouble in Cordoba



Year 4 Geography – Deserts – Approximately 6 weeks of learning time



Terminology	Definition
Vegetation	Plants that grow in a particular place
Arid	A place that is extremely dry
Oasis	Small patch of fertile land in a desert
Drought	A time when there is very little water
Desertification	When productive land turns into non-productive land
Succulents	Plants that store water, such as cactus
Blubber	The fat of an animal
Indigenous	People whose family have lived in the same place for thousands of years
Yurt	A portable round tent

Prior learning

Pupils have covered climates and biomes so have some knowledge of deserts. Pupils have prior knowledges of habitats and biomes.

Disciplinary focus: diversity Why are deserts located where they are?

1. Are deserts always hot?

We are learning about the desert climate

2. The Sahara Desert

We are learning the physical geography of the Sahara Desert

3. How are deserts formed?

We are learning how deserts are formed

4. What plants and animals live in a desert?

We are learning the flora and fauna of deserts

5. How have humans used deserts?

We are learning how humans have used deserts

6. The Patagonian Desert

We are learning the physical geography of the Patagonian Desert

Geography objectives



Year 4 Computing –Programming (repetition)- Approximately 6 weeks of learning time

Terminology	Definition
command	a directive to a computer program to perform a specific task
program	a specific set of ordered operations for a computer to perform
repeat	the process of repeating sections of a computer program
loop	a sequence of instructions that is continually repeated until a certain condition is reached
algorithm	a set of instructions for solving a problem or accomplishing a task
procedure	a small section of a program that performs a specific task
code	a set of instructions written in a particular programming language

Logo Commands

	Fd 5
	Bk 5
	Rt 90
	Lt 90



```

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Prior learning	Children have experience of programming a BeeBot and understand sequencing of instructions
Computing objectives	<ul style="list-style-type: none"> To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a task into small steps To create a program that uses count-controlled loops to produce a given outcome



LOOPS REPEAT
ACTIONS...
SO YOU DON'T HAVE TO

algorithm algorithm algorithm algorithm algorithm
 algorithm algorithm algorithm algorithm algorithm
 algorithm algorithm algorithm algorithm algorithm
 algorithm algorithm algorithm algorithm algorithm
 algorithm algorithm algorithm algorithm algorithm
 algorithm algorithm algorithm algorithm algorithm
 algorithm algorithm algorithm algorithm algorithm



Year 4 DT - Battery Operated Lights - Approximately 5 weeks of learning

Terminology	Definition
Circuit	Complete loop that allows electricity to flow
Electricity	Powers light and devices
Battery	Power source that gives energy
Bulb	Lights up when electricity flows through
Switch	Turns a circuit on/off
Criteria	Goals a design should meet

Learning objectives
Our changing technologies
Electrical systems
Switches
Designing
Making
Evaluating



Year 4 PE - Tennis - Approximately 5 weeks of learning

Terminology	Definition
Forehand	Shot played with the front of the racket hand facing forward
Backhand	Shot played across the body using the back of the racket hand
Racket control	How well you can guide and aim the racket
Creating space	Moving or hitting the ball to open up areas on the court
Footwork	How you move your feet to get into the best position
Shot selection	Choosing the best shot in a game
Tournament	Series of matches where players compete to win



Musical Spotlight: The Show Must Go On!

Name:


Social Question: How Does Music Connect Us with the Environment?

Class:

Understanding Music

Tempo:	Moderato — at a moderate speed (114bpm)
Time signature:	4/4 — there are four crotchet beats in a bar
Key signature:	C major — there are no sharps or flats in the key signature
Rhythmic patterns using:	Minims, dotted crotchets, crotchets and quavers

Improvise Together

Time signature:	4/4
Key signature:	A minor
Notes:	A, B, C, D, E, F, G 

SONG 1

You Can See It Through

Style: Electronic Dance Music (EDM)

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: D minor — there is one flat in the key signature



Circle the part you played:

- Part 1: C, D, E,
- Part 2: C, D, E,
- (Recorder): G, A
- Part 3: D, E
- (Recorder): G, A
- Part 4: D
- (Recorder): A

Circle the notes you composed with:

D, E, F, G, A, B, C

SONG 2

The Octopus Slide

Style: Funk

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C minor — there are three flats in the key signature



Discuss together what this song was about. Write down three words about the song:

SONG 3

Connect

Style: Electronic Dance Music (EDM)

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: A major — there are three sharps in the key signature



Discuss together what this song was about. Write down three words about the song:



Year 4 RHE - Wellbeing
(Approximately 3 weeks of learning)

Key questions:

How can I be a hygiene hero?

How does school build my character?

Year 4 RHE - Religious Understanding
(Approximately 2 weeks of learning)

Key questions:

What is the church?

How do I love others?

Money matters

Year 4 RHE - Life Cycles
(Approximately 2 weeks of learning)

Key questions:

A time for everything

Big changes, little changes



French Y3/4 scheme of work overview: Term 3

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 8 (W1-6)	Describing things and people <ul style="list-style-type: none"> Mother's day at the zoo Tintin favourites favourites birthdays 	Talking about being (2) <ul style="list-style-type: none"> Postnominal adjective agreement Subject pronouns – il, elle – meaning 'it' Noun + préfér(e) Avoir meaning 'be' for age and states 	<ul style="list-style-type: none"> Silent final 'e' [Sfe] SSC [ç], soft [c] SSC [ien] SSC [au] SSC [j], soft [g] 	<ul style="list-style-type: none"> Range of nouns Range of adjectives Months of the year (J) 	I can... <ul style="list-style-type: none"> listen and read simple sentences and show understanding (L1/R1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) say short sentences to describe things and people (S2/3) ask and answer simple information questions about what things are like and when (S1(a)/G4) use singular m/f nouns with definite & indefinite articles, and possessive adjectives (G2) use regular singular m/f adjectives after être (G3) use a dictionary (R5)
Unit 9 (W7-9)	Expressing likes and saying what I and others do <ul style="list-style-type: none"> at school friendship at school end of term show 	Talking about liking doing <ul style="list-style-type: none"> 2-verb structures: AIMER, DÉTESTER + infinitive Plural definite article les 	<ul style="list-style-type: none"> SSC [-tion] SSC [r] 	<ul style="list-style-type: none"> Range of regular –ER verbs Please, thank you, you're welcome 	I can... <ul style="list-style-type: none"> listen and read simple sentences and show understanding (L1/R1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) say short sentences to say what I and others like and like doing (S1(b)/S2/3) ask and answer simple questions to say what I and others like and like doing (S1(a)/G4) write from memory (W1), describe actions, things (W3) use plural m/f nouns with definite articles (G2)
Unit 10 (W10-11)	<ul style="list-style-type: none"> Assessments 	<ul style="list-style-type: none"> Revisit key ideas 	<ul style="list-style-type: none"> Revisit SSC 	<ul style="list-style-type: none"> Revisit vocabulary 	<ul style="list-style-type: none"> show evidence of L1, L2, R1, R3, S1(a), S2, S3, W1, G2, G3, G4
Unit 11 (W12-13)	<ul style="list-style-type: none"> The Hungry Caterpillar Un poème 	<ul style="list-style-type: none"> Revisit key ideas 	<ul style="list-style-type: none"> Revisit SSC 	<ul style="list-style-type: none"> Revisit vocabulary 	<ul style="list-style-type: none"> listen and join in with simple songs and rhymes (L1/R2) appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2) use a dictionary (R5)