Science

Animals including humans

Year 4
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.

Lesson 1:
Learn about healthy and unhealthy foods and create our own balanced lunchbox.

Lesson 2:
Learn about the different food groups and research.

Lesson 3:
Learn about the digestive system and the position of each part.

Lesson 4:
Learn about the different functions of the parts of the digestive system.

Lesson 5:
Learn about the importance and uses of foods in our bodies.

Lesson 6:
Learn about the journey of food through the body (practical).

Lesson 7:
Learn about the different types of teeth and research the functions of these teeth.

Lesson 8:
Look at animals teeth how are they different to humans? Why do we think this is? – Matching teeth with animals and discuss reasons for choices.-

Lesson 9:
Learn about food chains and what they teach us- Link with the stone age

Music

Y4 – Singing/Composition

Music:

- 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 and develop an understanding of the history of music

Year 4:
How have the Greeks influenced our lives today?

Geography

LKS2 skills

Can I show what I know about the location, physical features and climate of Greece?

Can I identify similarities and differences between Athens and Sparta?

History

LKS2 skills

How have the Greeks influenced our lives today?

I understand where a period of time fits in the past and compare it to other periods of time

To understand the meaning and importance of the word Democracy Theatre company visit

Can I look at architecture and artefacts on a visit to understand more about the achieve-ments of the Ancient Greeks I can say what artefacts and archaeological sites tell us about what life was like in Ancient Greece?

Can I use architecture to say what life might have been like in Ancient Greece?

Can I explain the influence of the Ancient Greeks on modern architecture?

Can I can find out about the first Olympic Games?

Can I research and understand the influence of the Greeks on a range of aspects of life today e.g. Maths, Science and Medicine?

Can I organise my thoughts, think critically, weigh evidence, sift arguments, and develop perspective and judgement?

Can I speak clearly, giving evidence to justify my views in a public speech to persuade others?

Can I produce a balanced extended piece of writing justifying all the major influences?

RE

Year 4

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How important is it for Jewish to do what God asks them to do? (Judaism)

Is forgiveness always possible? (Christianity)

Art

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- Learn about great artists, architects and designers in history.

Philosophy

Philosophy:

Debate: Is it better to be rich and sad, or happy and poor?

Debate: Is it OK to go on holiday in term time?

Debate: Is it fair to eat animals?

Debate: Should litter bugs be made to pay a fine?

Debate: Is it ok to get things wrong?

Debate: Should you change your opinion, even if you don't agree?

Debate: Is it always ok to speak my mind?
Debate: Should I always be honest?

Class assemblies: (Spring and Summer term)

Golden rule: Helping Others
E-Safety Week
It's good to be me!- SEE SEAL
Red Nose Day
Dealing with anger
Ramadan- Islam
Getting on and falling out – SEE SEAL
Team Work
Helping and Encouraging Others- Sports day link
Problem Solving- Growth mindset
Moving on…next steps

Computing

Programming/E-Safety/multimedia.

e-Safety:

- I choose a secure password and appropriate screen name when I am using a website.
- I can talk about the ways I can protect myself and my friends from harm online.
- I use the safety features of websites as well as reporting concerns to an adult.
- I know that anything I share online can be seen by others.
- I choose websites, apps and games that are appropriate for my age.
- I can help my friends make good choices about the time they spend online.
- I can talk about why I need to ask a trusted adult before downloading files and games from the Internet.
- I comment positively and respectfully online and through text messages

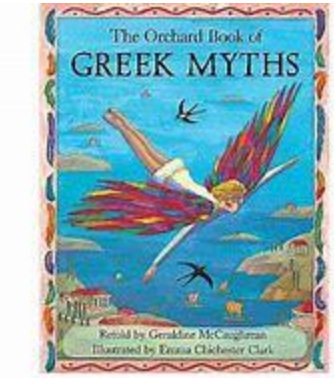
Multimedia:

- I can use photos, video and sound to create an atmosphere when presenting to different audiences.
- I am confident to explore new media to extend what I can achieve.
- I can change the appearance of text to increase its effectiveness.
- I can create, modify and present documents for a particular purpose.
- I can use a keyboard confidently and make use of a spellchecker to write and review my work.
- I can use an appropriate tool to share my work and collaborate online.
- I can give constructive feedback to my friends to help them improve their work and refine my own work.

English/Maths

Assessment tool: Assertive mentoring and teacher assessment

English:



Our book this term is:
The Orchard Book of Greek Myths

Narrative
Non- fiction- Balanced arguments, information texts.

Spelling:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary ♣
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting

Composition:

- Plan their writing by:
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- Draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Evaluate and edit by:

Maths Ongoing skills throughout the term

Number and place value:

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- 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 0 and place value

Addition and 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

Multiplication and division:

- recall multiplication and division facts for multiplication tables up to 12 × 12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 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 1 digit, integer scaling problems and harder correspondence problems.

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 100 and dividing tenths by 10
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundreds
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- 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 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places

Measure:

- 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
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Grammar:

- Develop their understanding of the concepts by:
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4
- Indicate grammatical and other features by:
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Ongoing skills throughout term dependent on text type.

- solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

Geometry:

- 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 2 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
- 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

Covering in the Autumn term