
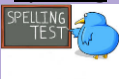



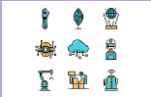








# The Way, The Truth, The Life

Year 4			
Subject- click on each subject for a link to the NC	Autumn Term	Spring Term	Summer Term
<b>English</b> 	<b>The Paperbag Prince-</b> Grammar revision <b>Escape from Pompeii-</b> recount <b>Ice Palace-</b> narrative, newspapers, diaries	<b>The Firework Maker's Daughter-</b> letters, descriptions, narratives, speeches <b>Lots-</b> Non chronological report <b>The Tempest-</b> poetry, description, drama	<b>The Last Bear-</b> balanced arguments, poetry, formal letters, Cloudbusting- poetry, narrative,
<b>Spelling</b> 	Homophones & near homophones. Prefix 'in-' can mean both 'not' and 'in'/'into' (in these spellings the prefix 'in-' means 'not') Before a root word starting with l, the 'in-' prefix becomes 'il-' Before a root word starting with r the prefix 'in-' becomes 'ir-' prefix 'sub-' which means under or below Prefix 'inter-' means between, amongst or during Challenge Words Suffix '-ation' is added to verbs to form nouns Suffix '-ation' is added to verbs to form nouns Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly' Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l' Words with the /sh/ sound spelled ch Adding the suffix '-ion' when the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion' Adding the suffix -ous' Suffix '-ous' /ee/ sound spelled with an 'i'	Suffix '-ous' Challenge Words 'au' digraph Suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion' Suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit' Suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' Adding '-ly' to create adverbs of manner Homophones e /s/ sound spelled c before 'i' and 'e' Words have similar spellings, root words and meanings (we call these word families 'sol word family' and 'real word family') Words have similar spellings, root words and meanings (we call these word families 'phon word family' and 'sign word family')	Prefixes – 'super-' 'anti' and 'auto' Prefix bi- meaning two Revision – spelling rules we have learned in stage 4
<b>Maths</b> 	<b>Place value:</b> Th, H, T, O - compare numbers, counting in multiples of 6, 7 & 9, counting in 25s and 1000s, negative numbers, rounding to the nearest 10, 100 and 1000. <b>Addition and subtraction inc. mental methods:</b> subtraction 1s, 10s, 100s & 1000s, +&- numbers up to 4-digits with exchanging <b>Length &amp; perimeter:</b> rectilinear shapes <b>Multiplication &amp; division:</b> ( $\square/x$ by 6, 7, 9, 10 & 100	<b>Multiplication &amp; division cont:</b> $\square/x$ by 11, 12, 1, 0, formal method of multiplication, division of 3-digit numbers <b>Area:</b> rectilinear shapes <b>Fractions:</b> (identify tenths and hundredths, mixed numbers, subtracting from a whole, adding and subtracting fractions, equivalent fractions & fractions of amounts <b>Decimals:</b> tenths and hundredths as decimals, tenths on a place value chart and number line, divide by 10 & 100, compare decimals up to 2.d.p., round decimals	<b>Roman Numerals</b> <b>Money:</b> order amounts, round money, solve problems involving change <b>Time:</b> tell and show time to the nearest minute, convert between 12 hour analogue and 24 hour digital <b>Statistics:</b> pie charts, bar charts, line graphs <b>Geometry:</b> shape, position and direction
<b>RE</b> 	<b>To Know You More Clearly (Day by Day):</b> Branch 1: Creation and Covenant Branch 2: Prophecy and Promise	<b>To Know You More Clearly (Day by Day):</b> Branch 3: Galilee to Jerusalem Branch 4: Desert to Garden	<b>To Know You More Clearly (Day by Day):</b> Branch 5: To the ends of the Earth Branch 6: Dialogue and encounter

<b>Science</b> 	<b>Working Scientifically:</b> Statistics and recording data <b>Electricity:</b> 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; recognise some common conductors and insulators	<b>Sound:</b> 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 <b>States of Matter</b> (solids, liquids & gases): 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); Water cycle	<b>Living things &amp; their habitats</b> inc. animal classification & life processes): 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 <b>Animals including humans:</b> 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
<b>Art</b> 	<b>Drawing</b> Artist study of L.S. Lowry Make accurate drawings through observation and use of technology; introduce the concepts of scale and proportion; draw a face using scale and proportion; colour mixing flesh tones; shading to create 3D effects; identify and draw the effect of light (shadows) on a surface, on objects and people; encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body	<b>Patterns inc. tessellation</b> Artist study of Piet Mondrian Mark making; use the environment and other sources to make own patterns; create own patterns using ICT; make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk; tie dye	<b>Texture</b> Artist study of Linda Caverley and Ellen Jackson Learning a variety of stitches (running stitch, knots to start and stop, back stitch, chain stitch, zig zag stitch & blanket stitch); use smaller eyed needles and finer threads; begin to place more emphasis on observation and design of textural art; awareness of the nature of materials and surfaces – fragile, tough, durable; use initial sketches to aid work
<b>Computing</b> 	<b>E-safety:</b> Privacy and security; Online relationships <b>Creating media:</b> Photo editing <b>Programming:</b> Repetition in shapes	<b>E-safety:</b> Managing online information; Copyright and ownership <b>Computing systems and networks:</b> Structure of the Internet <b>Creating media:</b> Audio editing	<b>Programming:</b> Repetition in games <b>Data and information:</b> Data logging
<b>DT</b> 	<b>Mechanisms and systems:</b> Design, create & evaluate a festive light up sign	<b>Food and Nutrition:</b> Design, create & evaluate bread rolls	<b>Structure and Texture:</b> Design, create & evaluate a fabric bendy bag
<b>French</b> 	<b>Me and my school:</b> Subjects at school, days of the week, time, numbers to 20, subject likes/dislikes and school timetable Listen, repeat and show understanding of short phrases through response. Writing simple sentences using adjectives.	<b>Wellbeing:</b> Body parts, emotions, phrases in the doctors Read and show understanding of simple phrases and sentences containing familiar words	<b>Shopping in town:</b> Directions, names of different shops, items Join in with words of a song or storytelling
<b>Geography</b> 	<b>In-depth study of United Kingdom:</b> describe the physical geography of the UK; the Water Cycle and how humans fit into it; explore regions in England and name and locate cities and countries in the UK; understand where the UK is in the world map; describe what we trade within the UK	n/a	<b>Comparison study: Guildford &amp; Coleraine (N.Ireland):</b> Understand the location of Coleraine; explore similarities and differences between locations; compare physical and human features  <b>Mapping skills:</b> Understand and use four-figure grid references; explore and understand scale on a map; create a scaled map of our school, including appropriate map symbols
<b>History</b> 	<b>Ancient Greece:</b> A study of Greek life and achievements and their influence on the western world	The Roman Empire and the impact on Britain	n/a
<b>Music</b> 	<b>Blackbird</b> Glockenspiel; improvisation and composition; introducing interrelated dimensions of music <b>Listen and Appraise:</b> Oasis - Wonderwall	<b>Lean on me</b> Recorders focus on the notes A and G; improvisation and composition <b>Listen and Appraise:</b> Tropical Bird Trinidad Steel Band (Trinidad Calypso), Beethoven Symphony No. 5 (Classical)	<b>Ukulele</b> Learn chords C, F and G7; play and sing the song Lava <b>Listen and Appraise:</b> For the Beauty of the Earth Rutter (20th Century), O Eucharisti Hildegard (Early)

	Dave Brubeck - Take five		
<div>PE</div> <div></div>	Tag rugby Dance Hockey	Gymnastics Netball Lacrosse	Athletics Tennis Cricket
<div>PSHE</div> <div></div>	<p><b>Keeping safe:</b> Understand the importance of keeping information safe online. Understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p><b>Relationships:</b> Understand what constitutes a positive and healthy friendship and the importance of these. Recognise what it means to know someone online and how these friendships may differ. Understand how friendships change over time and recognise and manage peer influence and approval.</p>	<p><b>Rights, Responsibilities and Citizenship:</b> Learn about the different groups that make up our community and the value these different groups bring. Understand the meaning of diversity and the benefits and value. Understand how to respond and challenge prejudice and discrimination.</p> <p><b>Health Lifestyles &amp; Growing and Changing:</b> Understand how to maintain good oral hygiene and how factors can affect the health of our teeth. Understand the benefits and risks of sun exposure. Discuss how, who and when to seek adult support if concerned about their health.</p>	<p><b>RSE: God loves us in our differences</b> To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.</p> <p><b>Wellbeing:</b> Understand that mental health is just as important as physical health. Continue to expand vocabulary to express feelings and how to respond to intense or conflicting feelings. Understand their own personal identity and how to manage failures and seize new opportunities.</p>
<div>Curriculum enrichment</div> <div></div>	Year group welcome meeting Allotment harvest visit Christmas production Greek workshop Poetry performance to parents	Way of the Cross Residential Parents' Meeting	Local field trip to Chitty’s Common Residential - Henley Fort