WRITING

Based on: '*How To Train Your Drago'n by Cressida Cowell (Fiction), 'Gut Garden' by Katie Brosnan (Non-Fiction)*

Genres covered:

Narrative, recount, setting description, character description, explanation text, non-chronological report

Cross curricular:

Link to Science unit 'Animals: Digestion and food'

Other focus:

Varied sentence openers, using a dictionary, legible fluent handwriting

Editing and correcting a piece of writing

SPAG

Ready to write

Determiners

Clauses

Expanding sentences using conjunctions

Expanding sentences using adverbs

Expanding sentences using prepositions

Direct speech

Past tense

Present tense

Present perfect or simple past?

Using paragraphs

Recognising and using pronouns

Noun or pronoun?

MATHS

Place Value

Represent and partition numbers to 1,000

Number line to 1,000

Thousands

Represent and partition numbers to 10,000

Flexible partitioning of numbers to 10,000

Find 1, 10, 100, 1,000 more or less

Number line to 10,000

Estimate on a number line to 10,000

Compare and order numbers to 10,000

Roman numerals

Round to the nearest 10, 100 or 1,000

Addition and subtraction

Add and subtract 1s, 10s, 100s and 1,000s

Add up to two 4-digit numbers – no exchange

Add two 4-digit numbers – one or more than one exchange

Subtract two 4-digit numbers – no exchange, one and more than one exchange

Efficient subtraction, estimate answers and checking strategies

Measurement: Area

What is area?

Counting squares and make shapes

Compare area

Multiplication and division

Multiples of 3

Multiply and divide by 6 and 9

6 and 9 times-table and division facts

Multiply and divide by 9

Multiply and divide by 7 and 7 times-table and division facts

11 and 12 times-table and division facts

Multiply by 1 and 0

Divide a number by 1 and itself

Multiply three numbers

Year 4 Term 1 Overview

READING	SPELLING
Texts covered: *'*How To Train Your Dragon' by Cressida Cowell (fiction), 'Gut Garden' by Katie Brosnan (Non-Fiction) Objectives: • Predict what might happen from details stated and implied • Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Making comparisons with and across books • Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views	• Homophones • Prefix in-/il-/im-/ir- • Prefix sub- • Prefix inter- • Suffix –ation to form nouns • Words ending in -ly/-lly • 'sh' sound spelled 'ch' • Challenge Words
GEOGRAPHY	**HISTORY**
Why are rainforests important to us? • Describe and give examples of a biome and find the location and some features of the Amazon rainforest • Describe the characteristics of each layer of a tropical rainforest • Understand the lives of indigenous peoples living in the Amazon rainforest • Describe why tropical rainforests are important and understand the threats to the Amazon • Understand how local woodland is used using a variety of data collection methods • Analyse and present findings on how local woodland is used	**How have children's lives changed?** • Identify how children's lives have changed using a range of sources • Understand why children worked in Tudor times and what working conditions were like • Understand the types of jobs Victorian children had and their working conditions • Understand how Lord Shaftesbury changed children's lives • Understand how and why children's leisure time has changed • Understand which diseases children caught and how they were treated

Year 4 Term 1 Overview

SCIENCE	RE
Animals: Digestion and food • Describe the function of the human digestive system • Recognise the different types of human teeth and their roles in eating • Explain how to care for our teeth • Recognise that differences in teeth relate to and animal's diet • Working scientifically to classify animals based in their diet • Recognise producers, predators, and prey in food chain • Recognise that animal's poo can give us clues about digestion, teeth, and diet **Electricity and circuits** • Recognise how electrical appliances are powered • Work scientifically to record and classify qualitative data • Know how to construct an electrical circuit • Work scientifically to draw a scientific diagram • Investigate what affects bulb brightness • Know how to be safe around electricity	**Are all religions equal?** • Use statements and prior knowledge to identify connections between religions, explaining these connections by referring to people, places and beliefs • Talk about why making connections can be helpful • Identify some different names and ways of describing God • Explain similarities and differences between the ways people from different worldviews understand God • Use scripture to find out what people might believe • Describe the links between the story of Guru Nanak and some Sikh beliefs and practices • Explain why equality and harmony were important to many Sikhs in the past and why they are still important today • Use a range of sources to find out what might be important to some people from the Bahá'í faith • Compare what people with different worldviews may think about other religions • Express ideas creatively about how and why World Religion Day is important • Make links between their work and learning from previous lessons **What makes some texts sacred?** • Explaining the difference between evidenced or recognised information about scripture and beliefs and opinions • Giving some reasons why different Hindu texts might be significant to people • Identifying the key events that led to the writing of the Buddhist Canon • Discussing the importance of the Buddhist canon to some people today • Providing examples of why and how the Guru Granth Sahib is respected • Drawing out connections between beliefs and practices • Comparing and making links between scriptures from different worldviews • Identifying the role and value of scripture in some people's lives

Year 4 Term 1 Overview

COMPUTING	ART
Coding • To begin to understand selection in computer programming • Understand how an IF statement works. • To understand how to use co-ordinates in computer programming • To understand the 'repeat until' command • To understand how an IF/ELSE statement works • Use a number variable • Create a playable game **Internet Safety** • Understand how to protect from online identity theft • To understand that information put online leaves a digital footprint • To identify the risks and benefits of installing software including apps • Understanding 'plagiarism' and to consider the consequences • Identify appropriate behaviour when online • Identify the positive and negative influences of technology on health and the environment • Understand the importance of balancing game and screen time	**Drawing: Power Prints** • Draw using tone to create a 3D effect • Explore proportion and tone when drawing • Plan a composition for a mixed-media drawing • Use shading techniques to create pattern and contrast • Work collaboratively to develop drawings into prints
MUSIC	**DESIGN TECHNOLOGY**
Rock and Roll • Understand the history of rock and roll music • Perform with a sense of style • Play a walking bass line on tuned percussion • Play a rock and roll bass line • Play a rock and roll piece of music **Body and tuned percussion (Theme: Rainforest)** • Identify structure and texture in music • Use body percussion • Create musical rhythms using body percussion • Create simple tunes • Build and improve a composition	**Electrical systems: Torches** • Learn about electrical items and how they work • Analyse and evaluate electrical products • Design a torch to fit a set of specific user needs • Make and evaluate a torch
PE	**MFL**

Swimming

- 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

Hockey

- I can delay an opponent and help to prevent the other team from scoring
- I can dribble, pass, receive and shoot the ball with increasing control
- I can move to space to help my team to keep possession and score goal
- I can provide feedback using key terminology and understand what I need to do to improve
- I can use simple tactics to help my team score or gain possession
- I share ideas and work with others to manage our game
- I understand the rules of the game and I can use them often and honestly

Football

- Understand the rules of the game and I can use them often and honestly
- I can delay an opponent and help to prevent the other team from scoring
- I can dribble, pass, receive and shoot the ball with increasing control
- I can move to space to help my team to keep possession and score goals
- I can provide feedback using key terminology and understand what I need to do to improve
- I can use simple tactics to help my team score or gain possession
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Je me Présente (Presenting Myself)

- Use basic greetings in French, ask somebody how they are feeling and reply when asked
- Ask somebody their name, how old they are and where they live in French and reply when asked
- Recall numbers 1-20 in French

En classe (In the Classroom)

- Ask and answer questions about classroom items
- Read and understand a range of familiar written phrases relating to what is in the classroom
- Know about some aspects of everyday life and compare them to their own

PSHE

Family and Relationship

- Understand that manners vary in different situations
- Understand boundaries in friendships (physical and emotional)
- Understand that what they do and say affects other people
- Understand the impact of bullying and the role bystanders can take
- Explore stereotypes in fictional characters and their influence
- Recognise that stereotypes can relate to several factors
- Begin to understand that families are varied
- Explore how we can help following a bereavement

Health and Wellbeing

- Understand how we can look after our teeth
- Understand what relaxation feels like
- Develop a growth mindset and understand that mistakes are useful
- Identify own strength and begin to see how they can affect others
- Identify what is important and to take responsibility for my own happiness
- Understand a range of emotions
- Begin to understand what mental health is and who can help if I need it