










Year 4  
Autumn 1

English		Maths		Experiences								
<p><b>Texts</b> 2 Weeks of SBW to secure core skills and revisit prior learning.</p>  <p><b>The Tunnel</b> Anthony Browne</p>	<p><b>Non-negotiables</b> Correct sentence structure - capital letters and full stops Joined legible handwriting (Pre-Cursive)</p>	<p><b>Place Value</b> Represent, partition, compare and order numbers to 10,000 1, 10, 100 or 1000 more or less Number line to 10,000 Roman numerals to 100 Round to nearest 10, 100 or 1000</p> <p><b>Addition and subtraction</b> Add and subtract 1s, 10s, 100s and 1000s Add two 4-digit numbers with no exchange, 1 exchange and more than one exchange. Subtract two 4-digit numbers with no exchange, 1 exchange and more than one exchange. Efficient subtraction, estimating and checking answers.</p> <p><i>four-thousand-six-hundred-and-eighteen</i></p>  <table border="1"><tr><td>4</td><td>6</td><td>7</td><td>8</td></tr><tr><td>THOUSANDS</td><td>HUNDREDS</td><td>TENS</td><td>ONES</td></tr></table>	4	6	7	8	THOUSANDS	HUNDREDS	TENS	ONES	<p><b>Non-negotiables</b> Times Tables - 2,5,10,3,4,8 Number bonds to 100 Counting on and back in 10, 100s Place value to 1,000</p>	
4	6	7	8									
THOUSANDS	HUNDREDS	TENS	ONES									

**Talk for Writing**  
Building Atmosphere and Recount

History - Anglo Saxon Life		Science - Group and Classify Living Things		Computing - Lego	
<p><b>Key Knowledge</b></p> <p>To know what happened in Britain after the Romans left.</p> <p>To know what happened during the Anglo-Saxon period</p> <p>To learn what life was like using primary and secondary sources</p> <p>To know about a significant figure in Anglo-Saxon Britain</p> <p>To compare daily life in Anglo-Saxon and Roman Britain</p>	<p><b>Vocabulary</b></p> <p>archaeologist</p> <p>Sutton Hoo</p> <p>artefact</p> <p>evidence</p> <p>invader</p> <p>settler</p> <p>Picts</p> <p>standing stones</p> <p>ogham</p> <p>alphabet</p> <p>Christian</p> <p>pagan</p>	<p><b>Key Knowledge</b></p> <p>Know how living things are affected by their environment.</p> <p>Know the classification categories scientists use to classify animals (mammals, birds, insects, birds, fish, amphibian, reptile).</p> <p>Know the difference between vertebrate and invertebrate.</p> <p>Know that insects, amphibians, fish and reptiles are cold-blooded, and that mammals and birds are warm-blooded.</p> <p>Know how to construct a classification key and explain how it works.</p>	<p><b>Vocabulary</b></p> <p>invertebrates</p> <p>vertebrates</p> <p>fish</p> <p>organism</p> <p>environment</p> <p>habitats</p> <p>classify</p> <p>life processes</p> <p>classification</p> <p>reptile</p> <p>mammal</p> <p>amphibians</p> <p>bird</p> <p>mammal</p> <p>classification</p>	<p><b>Key Knowledge</b></p> <p>Know how to follow instructions to build a 3D model.</p> <p>Know how to adapt 3D models using my own ideas.</p> <p>Know how to read and programme 3D models using Lego's unique language.</p> <p>Know how to experiment and adapt programmes to find solutions to bugs.</p> <p>Know how to record each part of a project using text, images and videos.</p>	<p><b>Vocabulary</b></p> <p>algorithm</p> <p>programme</p> <p>construct</p> <p>sequence</p> <p>motor</p> <p>sensor</p> <p>debug</p> <p>procedure</p> <p>detect</p>
					

RE- Pilgrimages		D&T - Sewing		PSHE - Me and my Relationships	
<p><b>Key Knowledge</b> To know the key ways in which Muslims, Hindus and Christians see life as a journey. To gather information about the moments that make key events in people's lives. (birth, marriage, celebrating becoming an adult, death) Explore a range of ideas and different religions and other world views about life after death.</p> 	<p><b>Vocabulary</b> Christianity Hinduism Islam Pilgrimage Spirituality Non -religious view</p>	<p><b>Key Knowledge</b> To know that a fastening is something that holds two pieces of material together. To know that different fastening types are useful for different purposes. To know that creating a mock-up (prototype) of their design is useful for checking ideas and proportions.</p> 	<p><b>Vocabulary</b> criteria fastening mock-up fabric fix template stitch</p>	<p><b>Key Knowledge</b> Demonstrate strategies for working on a collaborative task Explain what we mean by a 'positive, healthy relationship' Recognise that there are times when they might need to say 'no' to a friend Describe 'good' and 'not so good' feelings and how feelings can affect our physical state Identify a wide range of feelings Recognise that different people can have different feelings in the same situation Give examples of strategies to respond to being bullied, including what people can do and say</p>	<p><b>Vocabulary</b> collaborative teamwork positive, healthy relationship respect responsibilities qualities excluded assertive negotiate friendly feelings physical effects unkind tease bully pressure independent</p>
Art		Spanish - Welcome to our school		Music	
Not taught this half term		<p><b>Key Knowledge</b> In Spanish; To know how to greet people. To know how to introduce myself. To know the numbers 1-20. To know the days of the week. To know the months of the year. To know the masculine and feminine nouns for large and small classroom objects. To know the date.</p> 	<p><b>Vocabulary</b> <i>Spanish words for:</i> una mochila un lápiz un boli un libro un sacapuntas una goma una mesa una silla una regla unas tijeras unas pinturas un pegamento</p>	Not taught this half term	

PE Area of learning	Skills and Knowledge	Vocabulary for learning
<p><b>Athletics</b></p> <p>The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump.</p> 	<p>Be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin.</p> <p>Apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important.</p> <p>Develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop.</p> <p>Continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.</p> <p>Develop running at speed</p> <p>Running for pace</p> <p>Understand and apply tactics when running</p> <p>Throwing for distance: Javelin</p> <p>Jumping for distance: Triple Jump</p> <p>Sprinting: Finishing a race</p> <p>Sprinting: Evaluate and improve</p> <p>Throwing for distance: Chest Push</p>	<p><b>Tactics:</b> Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.</p> <p><b>Speed:</b> Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.</p> <p><b>Distance:</b> is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.</p> <p><b>Pace:</b> Pace is used to measure an athletes speed. It is the amount of time it takes an athlete to cover a specific distance. It is important for long distance runners to pace themselves, if they go to fast to early, they will finish the race slower.</p> <p><b>Power:</b> is the intensity and speed that an object is thrown towards or how an athlete uses their body to increase the distance they jump.</p> <p><b>Sport specific vocabulary</b></p> <p><b>Stride Pattern:</b> Is the distance covered when an athlete takes a step. An athletes stride pattern will differ depending on the distance that athlete is running.</p>