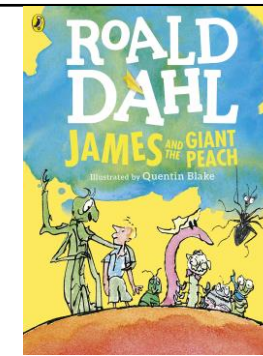
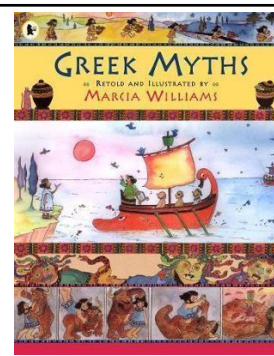
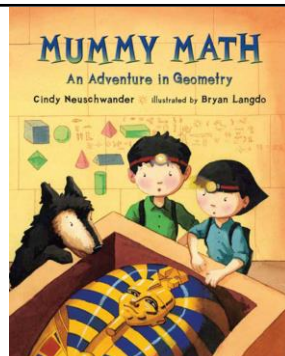


## YEAR 4 / AUTUMN 1

### WHO WERE THE GREEKS?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<p>Focus on knowing more, doing more and remembering more                  Set challenging goals and work towards these                  Focus on next steps and acting on feedback to improve                  Review progress against own targets know that only our best is good enough</p>
<b>POSSIBILITIES AND RISKS</b>	<p>Challenging learning opportunities for children to be outside comfort zone                  Learn to discuss opinions openly without fear                  Make decisions about how to present work</p>

<b>LEARNING TO LEARN</b>	<p>Review and develop understanding of 5Rs with particular focus on readiness to learn                  Celebrate successes and learning from mistakes                  Work towards Learning to Learn Awards                  Modelling of effective learning skills by staff</p>
<b>SOCIAL INTELLIGENCE</b>	<p>Develop maturity in attitude towards other pupils by learning how to come to resolutions                  Develop maturity in understanding emotions and how to effectively deal with them                  Develop understanding of the variety of families in our society                  Understand the different faiths in our communities                  Assemblies – linked to school aims                  Adapting behaviours according to environments and audiences – home, school, school visits                  No Outsiders – To know when to be assertive</p>



<b>ENGLISH</b>	<b>READING</b>	Read a range of genres Reading for understanding. Retrieving information from within the text. Supporting inferences with evidence Summarise key points in text Identify how language contribute to meanings Use dictionaries to check the meaning of words that they have read
	<b>WRITING</b>	Plan writing to suit audience and purpose Plan writing in paragraphs Develop characterisation and setting Select grammar and vocabulary for effect Develop and use range of cohesive devices To plan writing with persuasive features To plan writing with features for a twisted narrative
	<b>SPELLING / PHONICS</b>	Use commas after fronted adverbials Secure spelling in homophones and year 3/4 statutory spellings Correctly use apostrophe for possession- singular and plural
	<b>SPOKEN LANGUAGE</b>	To speak audibly and fluently with an increasing command of Standard English To participate in discussions, presentations, performances, role-play/improvisations and debates To gain, maintain and monitor the interest of the listener(s)

<b>MATHS</b>	<p><b>Number</b></p> <p>Count in multiples of 25,100 and 1,000                  Count in thousands, hundreds, tens and ones.                  Use an understanding of place value to count.                  Understand place value in a 4-digit number.                  Compare and order numbers up to 4-digits.                  Make number patterns (100, 10, 1 more and less).                  Make number patterns (4-digit numbers).                  Round numbers to the nearest 10, 100 and 1000.</p>
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<b>SCIENCE</b>	<p><b>Working Scientifically</b>  <b>Ask relevant questions and use different types of scientific enquiries to answer them.</b>                  Plan different scientific enquiries to answer questions, inc. variables                  Talk about criteria for grouping, sorting and classifying                  Take measurements with scientific equipment                  Plan a fair scientific investigation                  Gather, record, classify and present data in a variety of ways to help in answer questions                  Understand key scientific vocabulary such as, independent and dependent variables</p> <p><b>Biology – Grouping and Classifying</b>                  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.</p>
<b>HISTORY</b>	<p><b>Ancient Greece</b>                  Understand who the Ancient Greeks were                  Recognise the differences between Athenians and Spartans                  Identify Alexander the Great's impact on the Greek Empire                  Find out why a small Greek army won the Battle of Marathon                  Know about the Ancient Greeks' religious beliefs                  Know about the Ancient Greek Olympics and its legacy                  Understand what the ancient Greek philosophers were famous for                  Find out if the events of the Trojan Horse story was factual                  Discover what daily life was like for children                  Evaluate the legacy of Ancient Greece</p>

<b>COMPUTING</b>	<p>Use the internet effectively and safely to support in class research                  Save work after each lesson independently</p> <p><b>Coding</b>                  To begin to understand selection in computer programming.                  To 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.                  To understand what a variable is in programming.                  To use a number variable.                  To create a playable game.</p>
<b>GEOGRAPHY</b>	<p>History Focus</p>



MFL	<p>Link the spelling and sounds of a word by applying their phonics knowledge Ask and answer simple questions (greetings and birthdays) Speak and write simple sentences from memory</p>	PHYSICAL EDUCATION	<p>Select and apply an appropriate pass including a bounce pass with increasing speed, control and accuracy to a teammate or target Use a variety of verbal and non-verbal communication when sending or receiving Begin to make good attacking decisions and recognise when to pass or shoot Develop using space as a team to keep possession and score goals Move, receive and shoot with increasing control and success To know defending tactics to gain possession and the purpose of defensive principles Continue to play uneven-sided games and more competitive games Know positions on court and rules of the game Take their pulse located in the neck before and after exercise Identify and refine their own and the physical performance of others suggesting improvements to be made Develop good levels of physical fitness for longer periods of time and that physical activity helps to improve your wellbeing</p>
DESIGN TECHNOLOGY	Art Focus		ART AND DESIGN
MUSIC	<p>Keep a steady pulse. Know how beats are grouped (metre). Respond with a different quality of movement to music that uses simple time and compound time. Identify metrical accents and therefore choose an appropriate time signature.</p>	R.E.	<p><b>Where do religious ideas come from?</b> To explain what a covenant is and refer to the covenants God made with Noah and Abraham. To describe how Moses received the 10 Commandments.</p>
PSHE	<p>Growth V Fixed Mindset  Keeping clean To know the importance of being clean To know ways we can keep ourselves clean  My Happy Mind</p>	ENRICHMENT	<p>Maths Week No Outsiders Harvest Festival National Poetry Day National Recycling Week Use of books and artefacts from the ELS library service.</p>