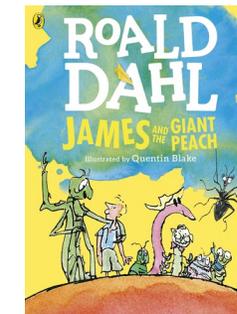
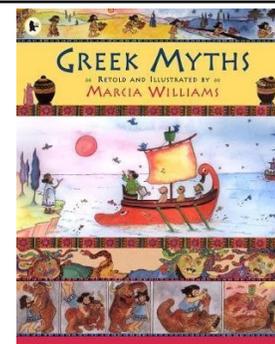
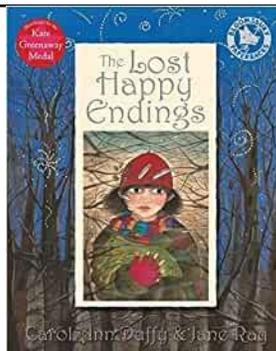
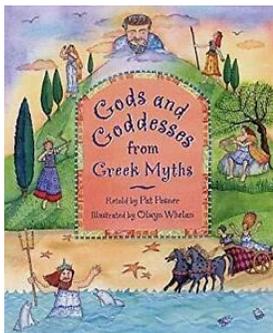


YEAR 4 / AUTUMN 1

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





ACADEMIC EXCELLENCE	<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>
POSSIBILITIES AND RISKS	<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>

LEARNING TO LEARN	<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>
SOCIAL INTELLIGENCE	<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>



ENGLISH	READING	Read a range of genres Support inferences with evidence Summarise key points in text Identify how language contribute to meanings Discuss use of figurative language Use dictionaries to check the meaning of words that they have read
	WRITING	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
	SPELLING / PHONICS	Use commas after fronted adverbials Secure spelling in homophones and year 3/4 statutory spellings Correctly use apostrophe for possession- singular and plural
	SPOKEN LANGUAGE	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)

MATHS	Secure place value to 1000 Count in multiples of 6, 7, 9 and 25 Count in thousands, hundreds, tens and ones Order and compare numbers beyond 1,000 Recognise the value of each digit in a 4-digit number Make number patterns using 100, 10, 1 more/less Make number patterns using 4 digit numbers Round numbers to the nearest 10, 100 or 1000 Round numbers to estimate Sum two numbers with/without renaming Use mental strategies to find the sum/difference of two numbers Find the difference of two numbers with/without renaming Solve two-step problems involving addition and subtraction
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SCIENCE	<p>Working Scientifically Plan different scientific enquiries to answer questions, inc. variables Take measurements with scientific equipment Plan a fair scientific investigation Record and present findings, inc. conclusions, degrees of trust Understand key scientific vocabulary such as, independent and dependent variables</p> <p>Biology Describe the simple functions of the basic parts of the digestive system in humans Recall the order and processes of the digestive system Identify the different types of teeth in humans and their simple functions</p>
HISTORY	<p>Ancient Greece 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>

COMPUTING	<p>Coding 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>
GEOGRAPHY	<p>History Focus</p>



MFL	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	PHYSICAL EDUCATION	Perform high quality foundations shapes Perform the foundation jumps and rolls Create their own stretching routines Balance on points and pads and make a range of shapes Combine a wide range of different shapes and balances in a sequence Know how to work safely on both small and large apparatus
DESIGN TECHNOLOGY	Art Focus	ART AND DESIGN	Drawing Objectives: Develop skills to draw the reality of what can be seen Using tone, light and shade to make things appear 3D Develop use of hatching and cross hatching to show tone and texture Begin to represent proportion
MUSIC	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.	RELIGIOUS EDUCATION	Understand how people of the Jewish faith worship Understand the important parts of a synagogue and why they are important to Jews Understand the importance of 'Shabbat' for Jews
PSHE	Keeping Clean To know the importance of being clean To know ways we can keep ourselves clean	ENRICHMENT	'Glorious Ancient Greeks' day No Outsiders - To know when to be assertive Harvest Festival