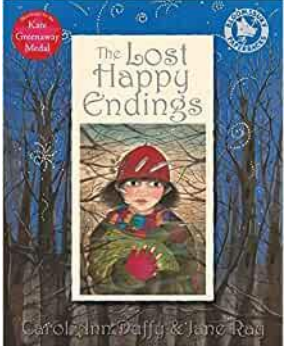




## YEAR 4 / AUTUMN 1

### WHO WERE THE GREEKS?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
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.	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.  We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.	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.  We will be challenging ourselves, extending our boundaries and developing our independence.	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.

KEY TEXTS			
			



<b>ACADEMIC EXCELLENCE</b>	<p>Focus on knowing more, doing more and remembering more</p> <p>Set challenging goals and work towards these</p> <p>Focus on next steps and acting on feedback to improve</p> <p>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</p> <p>Learn to discuss opinions openly without fear</p> <p>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</p> <p>Celebrate successes and learning from mistakes</p> <p>Work towards Learning to Learn Awards</p> <p>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</p> <p>Develop maturity in understanding emotions and how to effectively deal with them</p> <p>Develop understanding of the variety of families in our society</p> <p>Understand the different faiths in our communities</p> <p>Assemblies – linked to school aims</p> <p>Adapting behaviours according to environments and audiences – home, school, school visits</p> <p>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 Plan writing with persuasive features 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 Using the prefixes il-, im- and ir-. Correctly use apostrophe for possession- singular and plural Using the prefixes sub- and –inter-
	<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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SCIENCE	<p><b>Working Scientifically</b> Ask relevant questions and use different types of scientific enquiries to answer them. 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>
HISTORY	<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>

COMPUTING	<p>Use the internet effectively and safely to support in class research Save work after each lesson independently</p> <p><b>Computing Systems and Networks – The Internet</b> Describe how networks physically connect to other networks. Recognize how networked devices make up the internet. Outline how websites can be share via the World Wide Web (WWW). Describe how content can be added and accessed on the World Wide Web (WWW). Recognize how the content of the WWW is created by people. Evaluate the consequences of unreliable content.</p>
GEOGRAPHY	History Focus



<b>MFL</b>	<p>Link the spelling and sounds of a word by applying their phonics knowledge</p> <p>Ask and answer simple questions (greetings and birthdays)</p> <p>Speak and write simple sentences from memory</p>	<b>PHYSICAL EDUCATION</b>	<p><b>Netball</b></p> <p>Develop passing and moving and play within the footwork rule.</p> <p>Use a variety of passes to move towards a goal.</p> <p>Develop movement skills to lose a defender.</p> <p>Defend an opponent and try to win the ball.</p> <p>Develop the shooting action.</p> <p>Apply skills and knowledge to play games using netball rules.</p> <p><b>Hockey</b></p> <p>Develop attacking skills to move towards goal.</p> <p>Develop an understanding of how to defend within the rules of the game.</p> <p>Begin to apply rules in attack and defence.</p> <p>Develop movement skills to dodge a defender.</p> <p>Track an opponent and begin to defend as a team.</p> <p>Apply the rules and skills you have learnt and play in a tag rugby tournament</p>
<b>DESIGN TECHNOLOGY</b>	Art Focus	<b>ART AND DESIGN</b>	<p><b>Drawing</b></p> <p>Develop the skills to draw the reality of what can be seen.</p> <p>Using tone, light and shade to make thing appear 3D.</p> <p>Develop use of hatching and cross hatching to show tone and texture.</p> <p>Begin to represent proportion.</p> <p><b>Sculpting</b></p> <p>Design a Greek style pot and copy from this when working with clay.</p> <p>Use thumbs to shape a lump of clay to create a chasm.</p> <p>Pinch, push and shape the clay to create a desired pot shape.</p> <p>Pinch, roll and squeeze clay to create additional details such as handles and spouts.</p> <p>Use previously taught techniques to make a sculpture structurally robust to stand up independently</p>
<b>MUSIC</b>	<p>Keep a steady pulse.</p> <p>Know how beats are grouped (metre).</p> <p>Respond with a different quality of movement to music that uses simple time and compound time.</p> <p>Identify metrical accents and therefore choose an appropriate time signature.</p>	<b>R.E.</b>	<p><b>What is like for someone to follow God?</b></p> <p>Retell the story of Noah and explain what it shows about trusting and following God.</p> <p>Talk about the promises (covenants) that people in the Bible made with God and why they were important.</p> <p>Make links between the promises in the Bible and promises Christians make today, like at a wedding.</p> <p>Explain why following God might sometimes feel hard and how people in the Bible showed faith.</p>
<b>PSHE</b>	<p>Growth V Fixed Mindset</p> <p>Keeping clean</p> <p>To know the importance of being clean</p> <p>To know ways we can keep ourselves clean</p>	<b>ENRICHMENT</b>	<p>No Outsiders</p> <p>Harvest Festival</p> <p>National Poetry Day</p> <p>National Recycling Week</p> <p>Use of books and artefacts from the ELS library service.</p>