

**Year 4 Autumn Term Provision**  
**We aim to begin teaching in this term...**

Local links:	Staffordshire hoard – Birmingham Museum Battle of Tettenhall – Staffordshire
Book Options:	How to Train Your Dragon Anglo-Saxon Boy Beowulf NGK Everything Vikings
Values and Virtues (Golden Thread) British Values	Learned and Wise & Generous and Grateful
Catholic Social Teaching:	<ul style="list-style-type: none"> <li>• Family and Community Week – Mary’s Birthday</li> <li>• Stewardship of God’s Creation – Creation, New Beginnings, Harvest Festival, St Francis of Assisi</li> <li>• Dignity of the Human Person – Christmas Shoe Box Appeal, Migrants and Refugees, Advent</li> </ul>

Subj	Learning Aims
<b>R.E.</b>	<p><b>Creation and the Story of Abraham to Joseph</b></p> <ul style="list-style-type: none"> <li>• To learn some of the important stories from the Book of Genesis</li> <li>• To explore some important images of God that are found in these stories</li> <li>• To understand and consider what it means to be made in the likeness and image of God</li> </ul> <p>V+V: children are becoming more learned and wise by studying the Bible and the story of creation</p> <p><b>Jesus Teaches Us How to Pray</b></p> <ul style="list-style-type: none"> <li>• To learn about the prayer life of Jesus as he grew up in the Jewish faith</li> <li>• To be introduced to some of the prayers of the Old Testament</li> <li>• To consider the importance of Jesus attached to prayer</li> <li>• To study the Our Father, the prayer of the Rosary and some other forms of prayer</li> </ul> <p>V+V: children are grateful for having the ability to pray to God</p> <p><b>Advent</b></p> <ul style="list-style-type: none"> <li>• To learn about the ancestors of Jesus</li> <li>• To understand that Jesus was a descendant from the House of David</li> <li>• To be able to place the first coming of Jesus into a historical context</li> </ul> <p>V+V: becoming more learned and wise about the ancestors of Jesus and understanding his historical context</p> <p>BV: individual liberty – having the ability to pray as an individual to God and having confidence in your own beliefs</p> <p><b>Christmas:</b></p>

English	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Identifying how language, structure, and presentation contribute to meaning.</li> <li>• Retrieve and record information from non-fiction.</li> </ul> <p><b>Writing Composition</b></p> <ul style="list-style-type: none"> <li>• Draft and write by creating settings, characters and plot in narratives (including poetry)</li> <li>• Draft and write by using simple organisational devices in non-narrative material [for example, headings and sub-headings].</li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• Proof-read for spelling and punctuation errors.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> <p><b>Vocabulary, Punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>• Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely. Indicate grammatical and other features by using and punctuating direct speech.</li> <li>• Indicate grammatical and other features by using commas after fronted adverbials.</li> <li>• Develop their understanding of the concepts set out in English Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</li> <li>• Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns</li> </ul>
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# Maths

## **Number: Place Value**

- Numbers to 1,000
- Count in 100s, 10s, and 1s
- Number line to 1,000
- Round to the nearest 10 and 100
- Count in 1000s
- 1000s, 100s, 10s, 1s
- Partitioning
- Number line to 10,000
- 1, 10, 1,00 more or less
- 1000 more or less
- Compare and order numbers
- Round to the nearest 1,000
- Count in 25s
- Negative numbers
- Roman numerals

## **Number: Addition and Subtraction**

- Add and subtract 1s, 10s, 100s and 1,000s
- Add two 3-digit numbers – no change
- Add two 4-digit numbers – no exchange
- Add two 3-digit numbers – one exchange
- Add two 4-digit numbers – one or more exchange
- Subtract two 3-digit numbers – no exchange
- Subtract two 4-digit numbers – no exchange
- Subtract two 3-digit numbers – one or more exchange
- Subtract two 4-digit numbers – one or more exchange
- Efficient subtraction
- Estimate answers
- Checking strategies

## **Measurement: Length and Perimeter**

- Equivalent lengths, mm, cm and m
- Converting to and from kilometres
- Measuring perimeter on a grid

- Measuring perimeter of a rectangle
- Measuring perimeter of rectilinear shapes

**Number: Multiplication and Division**

- Multiply by 10
- Multiply by 100
- Divide by 10
- Divide by 100
- Multiply by 1 and 0
- Divide by 1 and itself
- Multiply and divide by 6
- 6 times table and division facts
- Multiply and divide by 9
- 9 times table and division facts
- Multiply and divide by 7
- 7 times table and division facts

## Science

### **Working Scientifically**

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.

### **Sound**

Pupils should be taught to:

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases.

### **States of Matter**

Pupils should be taught to:

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

P.E.	<p><b>Gym Skills</b></p> <ul style="list-style-type: none"><li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li><li>• Perform simple movement patterns.</li></ul>
Computing	<ul style="list-style-type: none"><li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li><li>• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li><li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li><li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li></ul>

P.S.H.E.

- about the different ways to pay for things and the choices people have about this
- to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- different ways to keep track of money
- about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- to recognise their individuality and personal qualities
- to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- to value the different contributions that people and groups make to the community
- how to make informed decisions about health
- about the elements of a balanced, healthy lifestyle
- about choices that support a healthy lifestyle, and recognise what might influence these
- how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- to recognise that feelings can change over time and range in intensity
- about where to get more information, help and advice about growing and changing, especially about puberty
- about the new opportunities and responsibilities that increasing independence may bring
- about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- about where to get more information, help and advice about growing and changing, especially about puberty
- about the new opportunities and responsibilities that increasing independence may bring

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|  | <ul style="list-style-type: none"><li>• about the physical and emotional changes that happen when approaching and during puberty</li><li>• about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li><li>• about where to get more information, help and advice about growing and changing, especially about puberty</li><li>• about the new opportunities and responsibilities that increasing independence may bring</li></ul> |
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# French

## Listening & Comprehension

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

## Speaking

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences

## Reading & Comprehension

- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

## Writing

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## Progression of skills

- Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units
- Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required
- Read aloud short pieces of text applying knowledge learnt from 'Phonics lesson 1 and 2'. Understand most of what we read in the foreign language when it is based on familiar language
- Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate e.g. my name, where I live
- Better understand the concept of gender and which articles to use from meaning e.g. some, a, the. Introduce simple adjectival agreement, the negative form and possessive adjectives e.g. 'In my pencil case I have', 'in my pencil case I do not have'

Topic Vikings Vs Anglo-Saxons				
Values and Virtues (Golden Thread):		<p><b>Learned and Wise</b> – by learning about the past and how this is different to now</p> <p><b>Generous and Grateful</b> – to be grateful for what we have and how far we have come and to be generous with our time.</p>		
British Values Links		<p><b>We know that we are all special</b> – linked to the differences in the Saxon - Viking time and the modern era</p> <p><b>Democracy</b> – how we have a democracy and what this means</p> <p><b>Mutual respect and tolerance for others</b> – to be tolerant of other beliefs and link this to the beliefs of the the Anglo-Saxons and Vikings</p>		
Planning Resources:		<ul style="list-style-type: none"> <li>• Sound</li> <li>• States of Matter</li> <li>• Saxons to Viking</li> <li>• <a href="https://www.staffordshirehoard.org.uk/">https://www.staffordshirehoard.org.uk/</a></li> </ul>		
Hist	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	“WOW” Experience Ideas

	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>V+V: children are becoming more learned and wise about historical contexts and how this affected the makeup of society today</p> <p>BV: how does democracy compare to the system of rule in these times?</p>	<p>To explore everyday life in Anglo-Saxon Britain</p> <p>To find out about the Viking invasion of Britain</p> <p>To know about some key events of Anglo-Saxon and Viking history</p> <p>To explore everyday life of the Vikings</p> <p>To find out about the end of the Anglo-Saxon and Viking Era in Britain</p>	<p>Anglo-Saxons</p> <p>Vikings</p> <p>Invasion</p> <p>Battles</p> <p>Tensions</p> <p>Unified</p> <p>Legacy</p> <p>Era</p> <p>Norman Invasion</p> <p>Battle of Hastings</p>	<p><b>HISTORY</b></p> <p>Recreate the Viking invasion in the school hall</p> <p>Make our own peace treaties</p> <p>Visit the Birmingham Museum</p> <p><b>GEOGRAPHY</b></p> <p>Children to visit a local area to compare it to the Viking areas.</p> <p><b>DT</b></p> <p>Creating their own piece of jewellery</p> <p><b>ART</b></p> <p>Recreating a longship design</p> <p>Looking at and create knots</p>
Geo	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

<p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on <b>Europe (including the location of Russia) key physical and human characteristics, countries, and major cities</b></p> <p><b>Place knowledge</b> Understand geographical similarities and differences through the study of <b>human and physical geography of a region of the United Kingdom, a region in a European country</b></p> <p><b>Human and physical geography</b> Describe and understand key aspects of physical geography, including: <b>climate zones, rivers, mountains, Human geography, including: types of settlement and land use</b></p> <p><b>Geographical skills and fieldwork</b> Use <b>maps, atlases, globes</b></p> <p>V+V: children can become generous and grateful for the country that we live in, and understand why other peoples would want to come here</p> <p>V+V: children can become learned and wise about other countries around the world</p> <p>BV: understanding differences between countries helps promote mutual respect and tolerance</p>	<p>To be able to locate Scandinavia's countries and major cities on a world map – the children to learn about the three countries that make up Scandinavia and the differences between them and Nordic countries – <b>L.O: I can locate the countries and major cities of Scandinavia.</b></p> <p>To explore the climate and weather of Scandinavia – the children to explore the climate of Northern Europe looking at average temperature, hours of daylight and how the climate affects the activities that they do – <b>L.O: Can I explore the climate and weather of Scandinavia.</b></p> <p>To explore the physical features of Scandinavia – the children to look at glaciers, fjords, mountains, lakes and waterfalls – <b>L.O: Can I explain the physical features of Scandinavia.</b></p> <p>To be able to plan a tourist visit to a Scandinavian destination – the children to use their knowledge from all the previous lessons to create a persuasive advert trying to make people go to Scandinavia – <b>L.O: I can persuade people to go to Scandinavia using my knowledge.</b></p>	<p>Scandinavia Climate Physical features Human geography Nordic</p>	
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		<p>To explore some aspects of the human geography of Scandinavia – the children to compare human geography of each Scandinavian country using Google maps – <b>L.O: To infer information from different sources about some of the human geography of the three Scandinavian countries.</b></p> <p>To be able to compare and contrast our local area to an area of Scandinavia – the children to look at our area and compare to an area in Scandinavia using their own research – <b>L.O: Can I compare our local areas to an area in Scandinavia.</b></p>		
Art	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including <b>drawing</b> with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>V+V: teachers to promote the value of artwork, culture and creativity so that children can become generous and grateful for the role artistic beauty plays in our lives</p>	<p>To identify the six main types of Viking art and recreate it.</p> <p>To draw Viking patterns using knots.</p> <p>To create a Viking animal art similar to that of the Vikings.</p> <p>To create Viking dragon's head using shading?</p> <p>To draw a Viking Warrior (<i>using sketching skills</i>).</p> <p>Artist link Frank Dicksee (1853 – 1928)  'The Funeral of a Viking – situated in Manchester Art Gallery</p>	<p>Sketching</p> <p>Shading</p> <p>Knots</p> <p>Longships</p>	
DT	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p><b>Design</b> Use research and develop design criteria to inform the design of appealing products that are <i>fit for purpose</i></p> <p>Generate, develop, model and communicate their ideas through <i>discussion, annotated sketches, cross-sectional and pattern pieces</i></p> <p><b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks <i>shaping</i> and <i>finishing</i>, accurately</p> <p>Select from and use a wider range of materials and components,</p> <p><b>Evaluate</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>BV: individual liberty to choose own design, promotion of critical thinking</p>	<p>To be able to create a piece of Viking jewellery – the children to use clay to create a Viking pendant –</p> <p><b>L.O: To research and explain what a Viking pendant is.</b></p> <p><b>L.O: To design a Viking pendant.</b></p> <p><b>L.O: To make a Viking pendant.</b></p> <p><b>L.O: To evaluate my Viking pendant.</b></p> <p>Link here to the Staffordshire hoard explaining that this is now in Birmingham Museum – use a virtual tour to view it and this should be able to help the children to design and make their own pendants.</p>	<p>Evaluate Make Design Clay Jewellery Pendant Engrave</p>	
Mu	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>Charanga Online – How does music connect us with our past?</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> </ul>	<ul style="list-style-type: none"> <li>• To use body percussion to understand different beats.</li> <li>• To recognise different styles of music.</li> <li>• To be able to make different sounds with a range of instruments.</li> <li>• To understand different patterns using crotchets and quavers.</li> <li>• To be able to play simple notes together to create a piece of music</li> <li>• To be able to play and sing at the same time</li> <li>• To understand the different beats for different notes</li> </ul>	<p>Quaver Rest Beats Crotchets Percussion</p>	
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