

Maths

Place Value:

- Rounds any number to the nearest 10, 100 or 1000
- Orders and compares numbers beyond 1000
- Counts backwards through zero
- Counts in multiples of 6, 7, 9, 25 and 1000

Geography

- To use maps, atlases and globes to locate the route for the Titanic.
- To investigate the effects of the climate on icebergs.

History

- To investigate the causes for the sinking of the Titanic.

Scientific Enquiry

States of matter

- To make careful observations about how matter changes from solid to liquid.
- To observe that materials change state when they are heated and cooled.
- To recognise when these processes, called freezing, boiling and melting, take place.
- To explore patterns in freezing and melting.
- To recognise when evaporation and condensation take place.
- To make careful observations and record these.

Electricity

- Identify common appliances that run on electricity
- Classify and record appliances as mains or battery operated
- Recognise what is needed in order to make a bulb light in a circuit

PSHE

New beginnings

TITANIC

AUTUMN 2019- YEAR 4



Design & Technology

Cross Stitch Tapestry

Computing

Scratch and Spreadsheets

- To learn how animations are created
- To understand how to use a spreadsheet.

Physical Education

Boot Camp & Pilates

- Build stamina
- Use different exercises to benefit different parts of the body
- Understand how exercise improves fitness and mental wellbeing

Art

Perspective sketching

- Perspective drawing of titanic using a variety of me-

Music

- To maintain a simple part within a group.
- To choose, order, combine and control sounds to create an effect.

English—Titanic

- Newspaper article
- Diary entries
- Narrative Poetry

Spanish

- To learn and practicing greetings and classroom language .
- To discuss food through engaging in Spanish games

Religious Education

Creation and Incarnation

- To understand the significance of Creation and Incarnation within the Bible
- To understand the importance of the Creation story to Christians
- To place Creation and Incarnation within the 8



Objectives for Year 4 Term 1

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><u>Speaking, Listening and Discussion</u> Justify a view by giving reasons and evidence Make notes when listening Use inclusion techniques in a group e.g. questions, eye contact, people's names</p> <p><u>Drama</u> Articulate clearly and project the voice</p>	<p><u>Word Reading</u> Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p><u>Being a Reader</u> Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Know and recognise some forms of poetry Prepare poems and playscripts to read aloud and perform, considering speed, volume and action</p> <p><u>Reading Comprehension</u> Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response Predict what may happen and explain using stated and implied detail from the text Summarise a text using the key points Use textual details and examples to support inferences and explanations about a text's meaning Identify how the layout in book and screen-based texts aids the reader Discuss language which has captured their interest Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text Make connections between texts in terms of plot, similar characters, same author etc.</p> <p><u>Being a Researcher</u> Distinguish between fact and opinion in order to verify the accuracy and reliability of information Appraise the usefulness of a text for a task Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p>	<p><u>Planning, Composing and Evaluating</u> Generate ideas for their writing Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Create writing which is organised, imaginative and clear Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use exciting and interesting vocabulary appropriate to the text type Use paragraphs to organise ideas around a theme Use stanzas to structure content in poems Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 4)</p> <p><u>Grammar, Punctuation and Vocabulary</u> Use correct grammatical terminology when discussing their writing Identify possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition) Use connectives for cohesion across a text Identify determiners Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s) Use inverted commas and other speech punctuation appropriately</p>	<p><u>Spelling</u> Use a dictionary to check words Investigate spelling patterns and conventions Use etymology to aid spelling Spell words with the suffix -ly Spell words with the -sure ending Spell words with the -ture ending Spell words with the suffix -ous Spell words with the suffix -al Spell words with the suffix -ary Spell words with the suffix -ic Spell common homophones e.g. fair/fare, break/brake Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p><u>Handwriting and Presentation</u> Improve the quality of handwriting by tackling any issues consistently Develop fluency in typing</p>