

## Literacy

Book: **River Story**

### **National Curriculum:**

- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction
- Understand what he/she reads independently by predicting what might happen from details stated and implied
- Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity
- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text
- Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose
- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- Use paragraphs to organise ideas around a theme

### **Key Skills:**

- Make predictions based on details implied
- Draft and write narratives developing settings.
- Use expanded noun phrases
- Draft and write by organising using paragraphs

## Humanities- History

Topic: **Roman Empire**

### **National Curriculum:**

- Develop a chronological secure knowledge and understanding of Roman Britain.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance.
- Understand how our knowledge of the past is constructed from a range of sources

### **Key Skills:**

- Using timelines to place events from a period studied and significant events
- Use terms related to the period and begin to date events
- Use evidence to build up a picture of a past event using a range of sources.
- Giving reasons by looking at evidence why there may be different accounts in history.
- Understanding past events
- Present and communicate findings about the past.

## Science

Topic: **States of Matter**

### **National Curriculum:**

- 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 ( $^{\circ}\text{C}$ )
  - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
- Key Skills:**
- Identify part played by evaporation in water cycle
  - Associate rate of evaporation and temperature
  - Compare and group materials together according to their state
  - Observe that materials change state when they are heated or cooled.
  - Identify and observe the properties of gases.

### **Autumn 1- Medium Term Plan**

**Year 4**

**2020-21**

## Music

### **National Curriculum:**

- Listen to high quality classical music and discuss it using musical vocabulary
- Explore how music can create different images, moods and feelings

### **Key skills:**

- Listen and recall sounds with increasing aural memory
- Understand that the music can be used abstractly

## PE

Topic: **invasion games**

### **National Curriculum:**

Kick a ball accurately  
Apply skills and tactics in combination with a partner or as part of a group / team

### **Key Skills:**

- Throwing
- Catching

## Art

Topic: **Observational Drawing**

### **National Curriculum:**

- To create sketch books to record their observations and use them to review and revisit ideas.
  - To develop art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Key Skills:**
- To develop a wide range of art and design techniques in using colour, pattern, texture, line
  - To create sketch books to record their observations and use them to review and revisit ideas
  - To look at famous artists work and be able to describe their style and use it as inspiration

Ivrit

Topic: **Clothes**

### **National Curriculum :**

- Show understanding of a range of familiar spoken phrases
- Ask and answer a range of questions on different topic areas
- Write descriptive sentences using a model but supplying some words

from memory

### **Key Skills**

- Use a range of adjectives to describe things in more detail.

## Maths

Topics: Time/Angles/Place Value

### **National Curriculum:**

- Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn;
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Compare durations of events [for example to calculate the time taken by particular events or tasks].
- Order and compare numbers beyond 1000
- Round any number to the nearest 10, 100 or 1000
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value

### **Key Skills:**

- Identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Represent numbers to 1,000
- Number line to 1,000
- Round to the nearest 10
- Round to the nearest 100

## PSHE

Topic: **Heads Up/Bullying**

### **Key Skills:**

- Enable children to transition back to the school environment and feel safe and secure through routine, consistency and ritual.
- Enable children to share their experiences and feelings.
  - Normalise worries and other big feelings.
  - To enable children to manage uncertainty and change.
  - Know how to recognise the difference between isolated hostile incidents and bullying
  - Understand what self-esteem is and why it is important
  - Understand the terms 'resilience' and 'persistence' and why these character traits are important