


<p>English</p> <p>Our English learning follows the National Curriculum 2014. We use it as a guiding framework and will plan learning beyond its objectives in order to meet the needs of all pupils by enriching with challenge. We know that speaking, listening and reading skills are the foundation of developing high level literacy skills. Therefore we use the principles and guidance from The Power of Reading and Talk for Writing to ensure that our children have broad, balance and rich language and literature lessons using the highest quality texts and high quality first teaching to ensure every child reaches their potential. We want our children to be confident and skilled speakers and we ensure that we teach them the skills to present, debate and perform. We develop a love for reading by creating time and space for children to explore literature either independently or with adult guidance.</p> <p>In Autumn 1 we are reading- Traditional Tales and Fairy Tales – with a particular focus on The Gingerbread Man</p> <p>We are writing- traditional tales, recounts and stories in familiar settings</p> <p>In Autumn 2 we are reading - Beasts of Olympus</p> <p>We are writing – stories and an information text</p> <p>This term we are PRESENTING- show and tell, our own ideas and experiences in a loud, clear voice, asking questions and listening to others and instructions.</p>	<p>Year 4 Autumn Term – Once Upon A Time</p> <p>Hero or Villan?</p>  <p>Dates for your diary</p> <p>Drama Work shop: 1st October 2018</p> <p>Class assembly: 17th October 2018</p> <p>KS2 Cinema Trip: 17th October 2018</p>	<p>Maths</p> <p>Our Maths learning follows the National Curriculum 2014. We use it as a guiding framework and will plan learning beyond its objectives in order to meet the needs of all pupils, enrich with challenge and plan for breadth and depth in learning when appropriate. We teach all arithmetic and reasoning in the areas of number and place value, calculation, geometry and statistics. Children develop problem solving and critical thinking skills in order to become fluent and confidence mathematicians. Children learn practical and written methods to solve mathematical problems</p>
<p>History – How did the Ancient Greeks change our lives?</p> <p>I am learning to:</p> <ul style="list-style-type: none"> place events from a period studies on a time line use terms related to the period and begin to date events understand more complex terms e.g. BC and AD use evidence to reconstruct life in time studied identify key features and events of the time I have studied look for links and effects in the time studied offer a reasonable explanation for some events look at the evidence available begin to evaluate the usefulness of different sources use text books and historical knowledge use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in a time past ask a variety of questions use reference books and the internet for research develop a secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. recall, select and organise historical information effectively communicate my knowledge and understand to a variety of 	<p>Science</p> <p>I am learning to:</p> <p>States of Matter</p> <ul style="list-style-type: none"> group materials together, according to whether they are solids, liquids or gases, including gels, foams, mists and pastes. demonstrate and explain that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. correctly talk about the part played by evaporation and condensation in the water cycle and can show a link between the rate of evaporation and temperature. <p>(Working scientifically skills ongoing)</p> <hr/> <p>Art- Drawing and Colour focus – use of paint to create atmosphere and portraits.</p> <p>I am learning to:</p> <p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <ul style="list-style-type: none"> identify and draw the effect of light. use scale and proportion. 	<p>Computing Technology</p> <p>I am learning to:</p> <p>Technology in Our Lives</p> <ul style="list-style-type: none"> save and retrieve work on the Internet, the school network or my own device. talk about the parts of a computer. tell you ways to communicate with others online. describe the World Wide Web as the part of the Internet that contains websites. use search tools to find and use an appropriate website. think about whether I can use images that I find online in my own work. <p>Multimedia –Animation</p> <ul style="list-style-type: none"> use photos, video and sound to create an atmosphere when presenting to different audiences. create, modify and present documents for a particular purpose. use a keyboard confidently and make use of a spellchecker tor write and review my work. use an appropriate tool to share my work and collaborate online. give constructive feedback to my friends to help them improve their work and refine my own work. <p>Online Safety</p>

<p>ways to an audience</p>	<ul style="list-style-type: none"> • make accurate drawings of whole people including proportion and placement • work on a variety of scales <p>Colour (painting, ink, dye, textiles, pencils, crayons, pastels)</p> <ul style="list-style-type: none"> • colour mix and match; tint, tone and shade • observe colours • select suitable equipment for the task • use colour to effect the mood 	<ul style="list-style-type: none"> ▪ choose a secure password when I am using a website. ▪ talk about the ways I can protect myself and my friends from harm online. ▪ use the safety features of websites as well as reporting concerns to an adult. ▪ that anything I post online can be seen by others. ▪ choose websites and games that are appropriate for my age. ▪ help my friends make good choices about the time they spend online. ▪ talk about why I need to ask a trusted adult before downloading files and games from the Internet. ▪ comment positively
<p>Geography I am learning to:</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ draw accurate maps with more complex keys ▪ plan the steps and strategies for an enquiry <p>Locational Knowledge</p> <ul style="list-style-type: none"> ▪ identify where countries are within Europe; including Russia <p>Human and Physical Geography</p> <ul style="list-style-type: none"> ▪ describe human features of UK regions, cities and/ or counties. ▪ understand the effect of landscape features on the development of a locality 	<p>Music I am learning to:</p> <p>Play and perform</p> <p>Improvise and compose music</p>	<p>PE I am learning to:</p> <p>Gymnastics</p> <ul style="list-style-type: none"> ▪ link skills with control, technique, co-ordination and fluency. ▪ understand composition by performing more complex sequences. ▪ use gym vocabulary to describe how to improve and refine performances. ▪ develop strength, technique and flexibility throughout performances. ▪ create sequences using various body shapes and equipment. ▪ combine equipment with movement to create sequences. <p>Games - Skittleball & Touch Rugby</p> <ul style="list-style-type: none"> ▪ vary skills, actions and ideas and link these in ways that suit the games activity. ▪ show confidence in using ball skills in various ways, and can link these together. ▪ e.g. dribbling, bouncing, kicking ▪ use skills with co-ordination, control and fluency. ▪ take part in competitive games with a strong understanding of tactics and composition. <p>Evaluation</p> <ul style="list-style-type: none"> ▪ watch and describe performances accurately. ▪ think about how they I can improve my own work. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> ▪ describe the effect exercise has on the body ▪ explain the importance of exercise and a healthy lifestyle. ▪ understand the need to warm up and cool down.
<p>RE Pupils explore Christianity and the other principal religious and non-religious worldviews This term we are exploring:</p> <p>Buddhism- Buddha’s teachings- Is it possible for everyone to be happy?</p> <p>Christianity- What is the most important part of the Christmas story?</p>	<p>PSHE Health and Well-being- Healthy Lifestyles I am learning:</p> <ul style="list-style-type: none"> ▪ what makes a ‘balanced lifestyle’ ▪ to discuss and debate issues concerning health and wellbeing ▪ appreciate difference and diversity (people living in the UK) ▪ about the values and customs of people around the world about making choices in relation to health ▪ about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) ▪ how the spread of infection can be prevented <p>Relationships- Feelings and Emotions</p> <ul style="list-style-type: none"> ▪ about the concept of keeping something confidential or secret ▪ about when they should or should not agree to keeping a secret ▪ to recognise and manage dares <p>Living in the wider world- Rights and responsibilities</p> <ul style="list-style-type: none"> ▪ to discuss and debate issues concerning health and wellbeing ▪ to appreciate difference and diversity (people living in the UK) ▪ about the values and customs of people around the world 	<p>MFL</p> <p>I am learning to: Develop listening, speaking, reading and writing skills.</p>

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