My Autumn Term Learning – Year 4 Birch Class

As **Geographers,** they will be learning:
To develop map reading skills using the map, atlases and digital mapping to locate Europe, Russia, North and South America.
To recall where some of the world's rivers are.
To explain how rivers shape the land and the landforms they create.
To compare the advantages and disadvantages of living near rivers.

As **Active Pupils,** they will be learning: **Football**
To be able to introduce some defensive skills
To be able to dribble in different directions using different parts of their feet
To be able to pass for distance

Dance
To use freeze frame in dances and to perform a slide and roll confidently. To use a variety of formations when performing including canon. To extend dance actions to show good flow. To create a 5 action dance routine showing good 'stage' entry.

As **Computer users**, they will be learning about online safety and how to keep themselves safe online and be able to explain some positive and negative distractions of using technology. Children will be using **Systems for collaborative learning**:
To be thoughtful when commenting on/changing a collaborative document.
To use a variety of slides, create Google Forms with different question types, export and manipulate data.



Rivers



As **Historians,** they will be learning:
To assess how the Roman Empire became so powerful.
To recall how the Romans conquered Britain.
To explain why Boudicca lead a revolt against the Romans.
To describe the changes Romans made to Britain.
To understand why the Romans left Britain.
To ask questions about the past

Enriching curriculum experiences
Children will take part in a Roman day to extend children's knowledge about Roman life. Visiting Butser Ancient Farm to see and experience Roman life.

Roman Britain

During **PSHE,** they will be learning about:
Being Me in my World.
Helping others to feel welcome. Making the school community a better place. Everyone has a right to learn. Caring about other people's feelings. Working well with others.
Celebrating Difference.
Accept that everyone is different. Including others when working and playing. Knowing how to help if someone is being bullied. Trying to solve problems. Trying to use kind words. Knowing how to give and receive compliments.

During **French**, they will be learning:
To use and write vocabulary about the weather.
To learn numbers to 30.
To sing a French song.

As **Musicians,** they will be learning about **Musical Structures**:
To know that a ballad is a slow, reflective song that tells a story.
To know that a dotted crotchet is a one-and-a-half beat note .
In **Exploring Feelings** they will learn:
To know that special effects in music can help certain words stand out.
To know some of the features of Electronic Dance Music.
To know that DJs often mix songs together in a creative way using electronic music software.

As **Artists,** they will be learning:
ART Drawing: Power Prints
To draw using tone to create a 3D effect
To explore proportion and tone when drawing
To plan a composition for a mixed-media drawing
To use shading techniques to create pattern and contrast
To work collaboratively to develop drawings into prints

As **Designers,** they will be learning:
D&T Structure: pavilions
To understand what a frame structure is.
To know that a 'free-standing' structure is one that can stand on its own.
To know that a pavilion is a decorative building or structure for leisure activities.
To know that cladding can be applied to structures for different effects.
To know that aesthetics are how a product looks.

During **Religious Education,** they will be learning about **Christianity:**
What did God promise to his people?
What is a covenant? What was the promise God made to Noah, Abraham, Moses and David?
What is the New Covenant that Jesus established and how does it affect his followers?
For Christians, how are God's promises fulfilled in Jesus?
What did Jesus say about God's kingdom & why is it 'good news'?
What is the job of a ruler?
For Christians, what kind of a ruler is Jesus?
What does Jesus teach about what the Kingdom of God is like?
What does Jesus teach about how citizens of the Kingdom should live?
What choices do Christians make because of what they believe?

In **Maths** they will be learning:

Numbers to 10 000

- Counting in thousands, hundreds and ones
- Using place value
- Comparing and ordering numbers up to 4 digit numbers
- Exploring and making number patterns up to 4 digit numbers
- Counting in multiples of sixes, sevens and nines
- Rounding numbers to the nearest 10, 100 and 1000
- Rounding numbers to estimate
- Addition and subtraction of numbers up to 10 00
- Mental addition and subtraction methods
- Learning and refining the use of the column method for addition and subtraction of numbers up to 10 000
- Solve word problems involving addition and subtraction
- Developing understanding of visualising problems using the bar model.
- Multiply and divide by 6, 7, 9, 11 and 12.
- Understand mathematical vocabulary such as 'quotient' in relation to division.
- Calculate multiplication equations using the multiplication facts that they know.
- Understand the difference between sharing and grouping and they will understand the commutative law in multiplication.
- Solve problems involving multiplication and division.



In **English,** they will be learning

Vocabulary, Grammar & Punctuation

• Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
• Using the present perfect form of verbs in contrast to the past tense
• Introduction to paragraphs as a way to group related material
• Headings and sub-headings to aid presentation
• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
• Fronted adverbials [for example, Later that day, I heard the bad news.]
• Use of paragraphs to organise ideas around a theme
• Use of commas after fronted adverbials
• Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play
• Introduction to inverted commas to punctuate direct speech
• Use of inverted commas and other punctation to indicate direct speech
• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
• Use of inverted commas and other punctuation to indicate direct speech

Writing (Composition)

• Discussing writing similar to that which they are planning to write to understand and learn from its structure, vocabulary and grammar
• Discussing and recording ideas
• Organising paragraphs around a theme
• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
• Assessing the effectiveness of their own and others' writing and suggesting improvements
• Proof-reading for spelling and punctuation errors
• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
• In narratives, creating settings, characters and plot
• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
• Reading their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Guided reading is also taught daily. Handwriting and spelling lessons occur across the week.

In **Science,** they will be learning:

States of Matter

Identify solids, liquids and gases using their properties.
Describe melting, freezing, condensing and evaporating and the different stages of the water cycle.
Describe how temperature affects the rate of evaporation and, therefore, the water cycle.

Working scientifically:

Ask relevant questions.
Use results to draw simple conclusions.
Use thermometers to take accurate measurements.
Make predictions for new values.
Record findings using labelled diagrams.
Research using more than one source.

Sounds and Vibrations

Describe how sounds are made and heard through different mediums.
Explain the relationship between vibration strength and volume.
Describe the relationship between volume and distance.
Describe pitch and how to change it.
Explain how insulating materials can be used to muffle sound.

Working scientifically:

To observe closely how different instruments create a sound.
Research how whales and dolphins communicate underwater.
Suggest which variables to measure and for how long and present results using a bar chart.
Design simple results tables.
Identify when results or observations do not match predictions.