

Science

Working scientifically: through the teaching of the programme of study content:

- 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

Electricity

Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

Sound

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- 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 a sound becomes fainter as the source becomes more distant.

Literacy

- **Performance Poetry - The Sound Collector**
- **Letter writing - Write a fan letter to a musician**
- **Writing to Advertise - Link to Enterprise**
- **Explanation Texts - Link to Science**
- **Biographies - Link to famous musicians**

History

- The national curriculum for history aims to ensure that all pupils:
- A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Geography

Pupils should be taught to:

- Identify key counties on the map.
- Understand key characteristics of locations eg, rivers, coasts and rainforests.
- Identify human and physical characteristics. Understand how some of these aspects have changed over time.
- Describe and understand key aspects of physical geography
- Describe and understand key aspects of human geography including types of settlement and land use, economic activity and the distribution of natural resources.

Maths

- **Number and Place Value:** comparing 4 and 5-digit numbers on landmarked lines; find 1000 more/less than a given number; use and compare negative numbers; recognise Roman numerals to 100. Round numbers to the nearest 10, 100 and 1000.
- **Addition and Subtraction:** add numbers of increasing size mentally; use different written methods to subtract pairs of numbers (e.g. vertical method and counting up)
- **Multiplication and Division (inc. fractions):** learn 11 and 12 times tables; develop and use effective strategies for both operations when working with 3 digit numbers; multiply pairs of 2-digit numbers using the grid method; understand that multiply and divide are the inverse of each other; solve integer scaling problems using mental strategies and spot a relationship between products; solve correspondence problems, using a systematic approach and calculate using mental multiplication strategies; multiply and divide by 10 and 100 including decimals to 2 places; revise equivalent fractions including decimal equivalents; find non-unit fractions of amounts; add fraction with like denominators
- **Fractions, Decimals, Ratio and Percentages:** Find unit fractions of amounts. Count in fractions. Recognise and write decimal and fraction equivalents. Find the effect
- **Measures:** measures can fit into other areas of work e.g. measuring perimeter or temperature and negative numbers;
- **Statistics:** draw and interpret bar charts and pictograms; draw line graphs and understand that intermediate points have meaning

French

Pupils should be taught to:

Listen attentively to spoken language and show understanding by joining in and responding
Engage in conversation; ask and answer questions express opinions and respond to those of others; seek clarification and help
Read carefully and show understanding of words, phrases and simple writing
Broaden their vocabulary and develop their ability to understand new words.

DT

When designing and making, pupils should be taught to:

- **Design:** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion and annotated sketches
- **Make:** select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately
- select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities
- **Evaluate:** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world
- **Technical knowledge:** apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products, such as levers and linkages
- understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors

Art

Pupils should be taught to:

- To improve mastery of art and design techniques including drawing and painting with a range of materials.
- Use variation in colour
- Use lines and markings to demonstrate texture
- To learn about artists and designers
- To develop techniques of control.
- Develop awareness of different kinds of art.

Computing

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour
- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Year 4 Autumn Term 2019/2020



PE

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- develop technique and control
- play modified competitive games, applying basic principles
- take part in an individual and team setting

Music

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils should be taught to: play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

RE

By the end of the unit all children should be able to:

- Describe what Hindus do to show their faith, and make connections with Hindu beliefs and teachings about aims and duties in life.
- Describe some ways in which Hindus express their faith through puja, aarti and bhajans
- Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught.
- Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences.