|  |  |  |
| --- | --- | --- |
| **Mathematics** | **English** | **Science** |
| **Topic/s:** Place value, Four Rules of Number, Measurement (Length & Perimeter)**Aim/s:*** To understand positive numbers (up to at least 1000), and negative numbers, developing concept of place value.
* To explore and use a range of mental arithmetic strategies, develop multiplication knowledge of tables up to x7, x8, x10, x25, x100 and x1000.
* To develop fluency in four operations, including number facts and place value using pictorial, concrete and abstract concepts.
* To use measuring instruments and read scales with accuracy and make connections between metric measurements.
* To calculate perimeter and area using metric measurements linked to everyday life.

**Skills: *Through their learning pupils will develop the skills of:*** Fluency within number; mental and efficient written methods; estimation; comparison; rounding; problem solving; reasoning; persistence and resilience.**Subject teacher/s:** Mrs Burley - Mrs Jackson-Mayne - Mrs Wildey | **Topic/s:** Familiar settings, Explanation, Legends, Poetry**Aim/s:*** To describe a setting using adjectives and adjectival phrases.
* To use words and phrases that capture the reader’s interest and imagination.
* To organise paragraphs around a theme.
* To use punctuation for effect.
* To identify how language, structure and presentation contribute to the meaning of a text and explain the meaning of individual words in context.
* To apply spelling rules to independent writing.
* To develop a legible and cursive handwriting script.

**Skills: *Through their learning pupils will develop the skills of:*** Reading with fluency and understanding; transference of spelling skills; writing for different audiences. **Subject teacher/s:** Mrs Burley - Mrs Jackson-Mayne - Mrs Wildey | **Topic/s:** Animals including Humans, Electricity**Aim/s:*** To know the different kinds of human teeth and understand how the shape of teeth is linked to their function.
* To know how we can care for our teeth.
* To consolidate knowledge of the digestive system.
* To know how to construct simple circuits.
* To develop and apply knowledge and understanding of switches in model making.
* To develop and apply understanding of conductors and insulators.

**Skills: *Through their learning pupils will develop the skills of:*** Applying scientific knowledge to answer questions; using results to draw simple concusions; gathering, recording and presenting data; setting up simple practical enquiries, comparative and fair tests.**Subject teacher/s:** Mrs Wildey – Mrs Burley |
| **History** | **Geography** | **RE** |
| **Topic/s:** Romans**Aim/s:*** To place Romans in their correct place in History.
* To appreciate the legends and origins of Rome.
* To know where the Romans came from and when and why they came to Britain.
* To know the problems suffered by the Celts at the hands of the Romans and the reasons for the rebellion.
* To learn about Queen Boudicca.
* To understand the organisation and discipline of the Roman Army by using primary and secondary sources.
* To know how towns were built and about their amenities.

**Skills: *Through their learning pupils will develop the skills of:*** Understanding the methods of historical enquiry; using primary and secondary sources; interpreting the past; making connections with other historical events.**Subject teacher/s:** Mrs Jackson-Mayne - Mrs Burley | **Topic/s:** Natural Disasters**Aim/s:*** To know about different types of Natural Disaster.
* To know the layers of Earth.
* To understand how and why earthquakes occur.
* To know what to do in an earthquake and appreciate the enormous effects earthquakes can have on places.
* To know the main features of a volcano.
* To appreciate how and why a ‘Tsunami’ is formed.

**Skills: *Through their learning pupils will develop the skills of:*** Comparing, contrasting and analysing to draw conclusions or to speculate; developing investigative skills to increase awareness of places around the world; understanding how and why natural disasters occur.**Subject teacher/s:** Mrs Jackson-Mayne | **Topic/s:** Creation, Prayer, Advent and Christmas**Aim/s:*** To be familiar with different stories of Creation.
* To recognise the gift of prayer.
* To understand why we recall the ancestors of Jesus during Advent.
* To know the important message of love at Christmas and understand the Church's customs.

**Skills: *Through their learning pupils will develop the skills of:*** Reading; discussing; researching and thinking to explore their own faith and the faith of others.**Subject teacher/s:** Mrs Jackson-Mayne & Mrs Hill |

|  |  |  |
| --- | --- | --- |
| **Music** | **PE & Games (boys)** | **PE & Games (girls)** |
| **Topic/s:** A Short Ride In A Fast Machine, Recorder, Young VoicesViking Saga Songs.**Aim/s:*** To compose a rhythmic ostinato piece based on ‘A Short Ride In A Fast Machine’.
* To revise knowledge of music notation in Vamoosh Recorder Book 2.
* To learn and perform all the songs for the Young Voices concert in 2021.
* To learn and listen to music connected to the Viking Sagas.

**Skills: *Through their learning pupils will develop the skills of:*** Composition; performance; listening; appraising; music notation.**Subject teacher/s:** Mrs Olden | **Topic/s:** Athletics / Rounders / Cricket**Aim/s:*** use running, jumping, throwing and catching in isolation and in combination
* play competitive games, modified where appropriate (for athletics, rounders, cricket), and apply basic principles suitable for competition
* develop flexibility, strength, technique, control and balance
* perform drills and activities using a range of movement patterns
* take part in outdoor and activity challenges both individually and within a team
* compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Skills: *Through their learning pupils will develop the skills of:*** applying and developing a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement; enjoy communicating, collaborating and competing with each other; develop an understanding of how to improve in different physical activities and sports; learn how to evaluate and recognise their own success.**Subject teacher/s:** Mr Vaughan, Mrs Burley, Mr Cottrill, Ms Draper | **Topic/s:** Athletics / Rounders / Cricket**Aim/s:*** use running, jumping, throwing and catching in isolation and in combination
* play competitive games, modified where appropriate (for athletics, rounders, cricket), and apply basic principles suitable for competition
* develop flexibility, strength, technique, control and balance
* perform drills and activities using a range of movement patterns
* take part in outdoor and activity challenges both individually and within a team
* compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Skills: *Through their learning pupils will develop the skills of:*** applying and developing a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement; enjoy communicating, collaborating and competing with each other; develop an understanding of how to improve in different physical activities and sports; learn how to evaluate and recognise their own success.**Subject teacher/s:** Mr Vaughan, Mrs Burley, Mr Cottrill, Ms Draper |
| **Art** | **Design & Technology** | **Computing** |
| **Topic/s:** Roman Art, Moon Art, Christmas Cards**Aim/s:*** To research and discover about Roman pots and their decorative features.
* To make a Roman pot using slabs and coils of clay.
* To decorate a Roman pot using the 'sgraffito' method.
* To explore the history of the moon landing and make a piece of artwork in response.
* To design and make a Christmas card.

**Skills: *Through their learning pupils will develop the skills of:*** Handling clay; designing using clay; evaluating work. **Subject teacher/s:** Mrs Clark | **Topic/s:** Roman Weaponry**Aim/s:*** To research and discover about Roman shield designs.
* To use prior knowledge to design a Roman-style shield.
* To produce a mini-shield based on a design, using card and paint to decorate the final piece.

**Skills: *Through their learning pupils will develop the skills of:*** Researching; image transfer; working with different media; evaluating. **Subject teacher/s:** Mrs Clark | **Topic/s:** Coding using iPads, Online Safety,**Aim/s:*** To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
* To use sequence, selection, and repetition in programs; work with variables and various forms of input and output
* To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
* To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

**Skills: Through their learning pupils will develop the skills of:** developing algorithms and programs using the Light-bot app. The children will explore computational problem solving by designing algorithms and programs that use sequence, repetition and procedures to program a virtual robot.**Subject teacher/s: Mr Cottrill – Mrs Burley** |
| **French** | **Mandarin** | **Drama** |
| **Topic/s:** Personal Identity, Greetings, Classroom situation**Aim/s:*** To give details about yourself using the correct verb forms, including your name, age, pets and siblings.
* To count from 1 to 31.
* To greet different people at different times of the day.
* To cope with the classroom situation: classroom equipment and classroom instructions
* To grasp some basic grammatical concepts: gender (masculine and feminine) and number (singular and plural).

**Skills: *Through their learning pupils will develop the skills of:*** Listening; speaking; with the addition of reading and writing in French. **Subject teacher/s:** Madame Tatton  | Junior 4 do not learn Mandarin. | **Topic/s:** LAMDA**Aim/s:*** To practise confident interaction and communication.
* To work creatively as a group.
* To learn how to be a good audience.
* To learn to communicate the meaning of a poem meaning effectively to others.
* To learn a poem(s) from memory
* To understand the words and describe the meaning and mood of a poem.

 **Skills: *Through their learning pupils will develop the skills of:*** Building confidence; working together; listening; clear diction; imagination; performance; presenting using actions and props; conversing and speaking aloud. **Subject teacher/s:** Mrs Paphitis - Mrs Wildey |
| **Verbal Reasoning** | **PSHECE** | **Homework** |
| **Topic: An introduction to Verbal Reasoning**To brainstorm the skills needed for ‘Reasoning/ Problem Solving.’Antonyms. To develop questioning skills in order to work out word opposites (Antonyms). To understand and use synonyms.To describe an object using synonyms.To identify and recall shape patterns.To collaborate and use communication skills to re-create a shape from memory.To remove a letter to make new words, missing three-letter words, joining two words to make one and alphabetical order. Year 4 should continue to expand their vocabulary and read widely. **Subject teacher: Mrs Burley**  | **Topic/s:** Protective Behaviours**Aim/s:*** To understand our rights, responsibilities and feelings.
* To understand safe and unsafe feelings, including ‘Early Warning Signs’.
* To know my safe network and how to use it.
* To understand safe and unsafe secrets.
* To feel confident to talk about worries.

**Skills: *Through their learning pupils will develop the skills of:*** Understanding myself; my feelings and my universal right to feel safe; knowing how and when to seek help; developing friendships and safety networks beyond home.**Subject teacher/s:** Mrs Jackson-Mayne - Mrs Wildey | * Weekly spellings (set each Friday for a test the following Friday).
* Weekly maths mental activity such as Mathletics and Maths Passports (set each Friday for a test the following Friday).
* Verbal Reasoning homework (set each Monday, and handed in on a Tuesday).
* Cracking Comprehension- set on a Tuesday to be completed online.
* Maths/Science- Century Tech tasks set on a Wednesday to be completed online.
* Regular, ongoing multiplication tables practice.
* Read with, and hear, your child daily.
* Explore new vocabulary.
 |