

Mathematics	English	Science
<p>Topic/s: Place value, Four Rules of Number, Measurement (Length & Perimeter)</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To understand positive numbers (up to at least 1000), and negative numbers, developing concept of place value. To be able to round numbers to 10,100 and 1000. 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. <p>Skills: Through their learning pupils will develop the skills of: Fluency within number; mental and efficient written methods; estimation; comparison; rounding; problem solving; reasoning; perseverance and resilience.</p> <p>Subject teacher/s: Mrs Roberts, Mr Ashley and Mrs Forino</p>	<p>Topic/s: Familiar settings, Explanation, Legends, Poetry</p> <p>Aim/s:</p> <ul style="list-style-type: none"> 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. <p>Skills: Through their learning pupils will develop the skills of: Reading with fluency and understanding; transference of spelling skills; writing for different audiences.</p> <p>Subject teacher/s: Mrs Roberts, Mr Ashley and Mrs Forino</p>	<p>Topic/s: Sound, Living Things</p> <p>Aim/s:</p> <p>To be able identify and label the parts of the ear. To investigate and understand how sound travels. To be able to explain vibrations. To be able to group living things in terms of their characteristics, both plants and animals. To develop an understanding of what all living things need to thrive.</p> <p>Skills: Through their learning pupils will develop the skills of: Applying scientific knowledge to answer questions; using results to draw simple conclusions; gathering, recording and presenting data; setting up simple practical enquiries, comparative and fair tests.</p> <p>Subject teacher/s: Mrs Roberts and Mr Ashley</p>
History	Geography	RE
<p>Topic/s: Romans: First Half Term two lessons a week.</p> <p>Aim/s:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>Subject teacher/s: Mrs Roberts and Mr Ashley</p>	<p>Topic/s: India: Second Half of the Term two lessons a week.</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To name and locate continents and oceans of the World. To identify the main countries and key physical features in Asia. To describe a range of differences and similarities between India and England. To experience and participate in cultural practices and activities through a bespoke "India Experience" afternoon. <p>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.</p> <p>Subject teacher/s: Mrs Roberts and Mr Ashley</p>	<p>Topic/s: Creation, Prayer, Advent and Christmas</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To be familiar with different stories of Creation. To develop an understanding of faith. To be able to discuss religious Art. 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. <p>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.</p> <p>Subject teacher/s: Mrs Forino and Mrs Horan</p>

Music	PE & Games (boys)	PE & Games (girls)
<p>Topic/s: An Anthology of Fantastic Zoology, Recorder, Young Voices.</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To listen to the 'A Bao a Qu'. To create art work to describe it. To manipulate words to create new words. To invent and draw animals. To create music for their imaginary animals.. To revise knowledge of music notation in Vamoosh Recorder Book 2. To learn and perform all the songs for the Young Voices concert in 2024. <p>Skills: Through their learning pupils will develop the skills of: Composition; performance; listening; appraising; music notation.</p> <p>Subject teacher/s: Mrs Olden</p>	<p>Topic/s: Rugby Union U9 / Swimming</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To be able to pass a ball from hands to target, whilst moving. To understand how to pass a ball down a line in attack. To know how to tackle safely. To safely, and accurately, present the ball. To understand how to support a player with the ball. To be able to avoid being tackled through use of speed, side step and passing. Swimming – water confidence; all strokes, jumping in & sit dive; work towards National Curriculum objectives. <p>Skills: Through their learning pupils will develop the skills of: Team work; passing; rules of rugby; positional understanding; safe and fair play; speed; agility.</p> <p>Subject teacher/s: Mr Ashley, Mr Cottrill, Mr Vaughan (Swimming: Mr Vaughan)</p>	<p>Topic/s: Hockey / Swimming</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To be able to stop and control a ball with consistency and whilst moving. To know how to push a ball with accuracy towards another person, whilst moving. To develop the ability to slap the ball at pace in the direction of another person using a close hand grip. To move at a run, with the ball kept close to the stick. To try and maintain a low, strong body position through all elements of play. To be able to time a tackle in order to obtain the ball cleanly. Swimming – water confidence; all strokes, jumping in & diving, survival skills. <p>Skills: Through their learning pupils will develop the skills of: Team work; passing; trapping; rules of hockey; positional understanding; peer evaluation.</p> <p>Subject teacher/s: Mrs Roberts and Mrs Carroll (Swimming: Mr Vaughan)</p>
Art	Design & Technology	Computing
<p>Topic/s: PTA Christmas Cards, Indian Art, the artist Sita Devi</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To research and discover features of Indian art. To make a piece that reflect features of Indian art. To design and make a Christmas card. To explore the work of an artist and create own work in response. <p>Skills: Through their learning pupils will develop the skills of: observation; painting and working with different media; evaluating work.</p> <p>Subject eacher/s: Mrs Clark</p>	<p>Topic/s: Roman Weaponry</p> <p>Aim/s:</p> <ul style="list-style-type: none"> 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 product. <p>Skills: Through their learning pupils will develop the skills of: Researching; image transfer; working with different media; evaluating.</p> <p>Subject teacher/s: Mrs Clark</p>	<p>Topic/s: Coding using iPads, Online Safety,</p> <p>Aim/s:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>Subject teacher/s: Mrs Roberts and Mr Ashley</p>

French	Mandarin	Drama
<p>Topic/s: Family</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To learn members of the family. To know some adjectives for describing people and characters in a book. To grasp some basic grammatical concepts: gender (masculine and feminine) and number (singular and plural). To write and speak to our penpals in France. To learn about Christmas in France. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Listening; speaking; reading and writing in French. Using a bilingual dictionary and appreciating French culture.</p> <p>Subject teacher/s: Madame Westerman</p>	<p>Junior 4 do not learn Mandarin.</p>	<p>Topic/s: LAMDA</p> <p>Aim/s:</p> <ul style="list-style-type: none"> 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. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Building confidence; working together; listening; clear diction; imagination; performance; presenting using actions and props; conversing and speaking aloud.</p> <p>Subject teacher/s: Mr Vaughan and Mrs Wildey</p>
Verbal Reasoning	PSHECE	Homework
<p>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.</p> <p>Subject teacher: Mrs Roberts and Mr Ashley</p>	<p>Topic/s: Protective Behaviours</p> <p>Aim/s:</p> <ul style="list-style-type: none"> 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 my worries. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> 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.</p> <p>Subject teacher/s: Mrs Roberts and Mr Ashley</p>	<ul style="list-style-type: none"> Weekly spellings (set each Friday for a test the following Friday). Verbal Reasoning homework (once a week). Weekly comprehension (once a week). Regular, ongoing multiplication, problem solving and written times tables (once a week). Mathletics (once a week). Weekend homework set on a Friday (maths problem-solving and SPAG, comprehension or writing to alternate each weekend). Read with, and hear, your child read daily. Explore new vocabulary across subjects.