

English

Key texts:

The Matchbox Diary

I can name key organisational and language features of a shared text, similar to that I am planning to write.

I can name the text type and describe a context for using it.

I can create an appropriate setting with detailed description; two or three characters that interact and a coherent plot.

I can independently plan writing into paragraphs around a theme, before I begin to write and can demarcate paragraphs on the page.

I can use a wider range of conjunctions, adverbs and prepositions (...al phrases) to express why, when and where, including fronted adverbials eg: *first, then, after, meanwhile*. eg: *Despite the dark clouds ...*

National Trust/National Heritage Non-Chronological Reports.

In non-narrative writing, I can use simple organisational devices eg: an appropriate and engaging heading and relevant subheadings for each paragraph.

I can plan my writing by selecting the relevant information and most suitable ideas to make notes.

I can name key organisational and language features of a shared text, similar to that I am planning to write.

I can name the text type and describe a context for using it.

I can use a wide range of connectives to create complex and compound sentences, including subordinate and embedded clauses.

I can use relative clauses beginning with: *who, which, where, whose* or *that*.

I can use devices to build cohesion, including adverbs of time, place and number.

I can use a colon to introduce a list.

History The Anglo-Saxons

Year 4 emerging:

I appreciate that the early Brits would not have communicated as we do or have eaten as we do.

I can describe events from the past using dates.

I can describe events and periods using the words: ancient and century.

I can use a timeline within a specific time in history to set out the order things may have happened.

I can use my mathematical knowledge to work out how long ago events would have happened.

Year 4 expected:

I can explain how events from the past have helped shape our lives.

I appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.

I know that people who lived in the past cooked and travelled differently and used different weapons from ours.

d) I recognise that the lives of wealthy people were very different from those of poor people.

Year 4 exceeding:

I can use my mathematical skills to help me work out the time differences between certain major events in history.

I can begin to build up a picture of what main events happened in Britain/the World during different centuries.

I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.

Science-Eating and Digesting

Year 4 emerging:

I can use different ideas and suggest how to find something out.

I can make and record a prediction before testing.

I can plan a fair test and explain why it was fair.

I can set up a simple fair test to make comparisons.

I can explain why they need to collect information to answer a question.

I can measure using different equipment and units of measure.

I can record my observations in different ways.

I can describe what they have found using scientific language.

I can make accurate measurements using standard units.

I can explain what they have found out and use my measurements to say whether it helps to answer my question.

I can use a range of equipment (including a data-logger) in a simple test.

Year 4 expected:

I can identify and name the basic parts of the digestive system in humans.

I can describe the simple functions of the basic parts of the digestive system in humans.

I can identify the simple function of different types of teeth in humans.

I can compare the teeth of herbivores and carnivores.

I can explain what a simple food chain shows.

I can construct and interpret a variety of food chains, identifying producers, predators and prey.

DT-Design and Make Anglo Saxon Mask

Year 4 emerging:

I can show that my design meets a range of requirements.

I can put together a step-by-step plan which shows the order and also what equipment and tools I need.

I can describe my design using an accurately labelled sketch and words.

I can say how realistic my plan is.

Year 4 expected:

I can come up with at least one idea about how to create my product/

I take account of the ideas of others when designing.

I can produce a plan and explain it to others.

I can suggest some improvements and say what was good and not so good about my original design.

Who do you think you are?

Year 4

Autumn 2

Music

Year 4 expected:

I can use notations to record and interpret sequences of pitches.

I can use standard notation.

I can use notations to record compositions in a small group or on my own.

I can use notation in a performance.

Year 4 emerging:

I can improve my work, explaining how it has improved.

I can use musical words (the elements of music) to describe a piece of music and composition.

I can use musical words to describe what they like and dislike.

I can recognise the work of at least one famous composer.

Year 4 exceeding:

I can use selected pitches simultaneously to produce simple harmony.

Mathematics

Multiplication and Division

Year 4 expected:

Read multiplication and division facts for tables up to 12x12

Use place value, know and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers.

Multiply 2 and 3 digit numbers by a 1 digit number using formal written layout.

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scale problems and harder correspondence problems such as n objects are connected to m objects.

Measurement (WW)

Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and M.

Find the area of rectilinear shapes by counting squares.

Estimate, compare and calculate different measures including money in pounds and pence.

Time

Read, write and convert time between analogue and digital 12 and 24 hour clocks.

Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.

Statistics

Interpret and present discrete data using appropriate graphical methods, including bar charts.

Interpret and present continuous data using appropriate graphical methods including time.

Solve comparison, sum and difference problems using information presented in bar charts.

Art-Painting

Year 4 emerging

I can predict with accuracy the colours that I mix.

I know where each of the primary and secondary colours sits on the colour wheel.

I can create a background using a wash.

I can use a range of brushes to create different effects.

Year 4 expected:

I can create all the colours I need.

I can create mood in my paintings'

I can successfully use shading to create mood and feeling.

Computing-Comic Strip

Year 4 emerging:

- I can review images on a camera and delete unwanted images.
- Have they experienced downloading images from a camera onto a computer?
- I can use photo editing software to crop photos and add effects.
- I can manipulate sound when using simple recording storyboard.

Year 4 expected:

- I can capture images using webcams, screen capture, scanning, visualiser and internet.
- I can choose images and download into a file.
- I can download images from the camera into files on the computer.
- I can copy graphics from a range of sources and paste into a desktop publishing program.

P.E-Swimming

KS2:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)

PSHE-Risks

Risks linked to Bonfire Night/Halloween.

To differentiate between the terms, 'risk', 'danger' and 'hazard'

that bacteria and viruses can affect health and that

MFL Unit 6-Le Monde

- To learn French names for France, England and some of the other European countries bordering France
- To learn the names, pronunciation and geographical location of countries, towns, rivers and mountains
- To learn the names, pronunciation and geographical location of towns

- To learn about Paris
- To say where they are going
- To say where they are
- To revise weather expressions

R.E- Diwali (Hinduism)

Special People

- Why is Jesus significant to Christians?
- Why do Christians call Jesus the light of the world?

Special Times

- What is Diwali?
- Why is it significant?
- How do Hindus celebrate Diwali?
- Christmas Celebration

Year 4 Expected:

- I am able to explain how Hindus worship.
- I will be able to explain some similarities and differences between Hinduism and Christianity.

Who do you think you are?

Year 4

Autumn 2

Guided Reading

Beowulf and the Monster

- I can independently identify and discuss themes and conventions in a wide range of books eg: good v evil, bullying.
- I can select and read books that are structured in different ways and read for a range of purposes.
- I can listen to and discuss a wide range of fiction and non-fiction expressing views and preferences, justifying them with reference to text.
- I can identify and discuss words that interest and capture imagination from reading and say why, explaining the effect on them as a reader.

Non-Chronological Report 'Living in Anglo-Saxon England'

Year 4 expected:

- In non-fiction, I can discuss the conventions of the text eg: headings, subheadings.
- I can select and read books that are structured in different ways and read for a range of purposes.
- I can listen to and discuss a wide range of fiction and non-fiction expressing views and preferences, justifying them with reference to text.
- I can retrieve and record information from non-fiction.