



Topic Theme: How hard was it to invade Britain? and Who lives in Antarctica?

How you can help...

Reading

Please hear your child read every day and sign the homework diary.

When reading with your child ask questions about what they have read and encourage them to refer to the text as evidence for their answers.

Questions could relate to the character, setting, plot, and language used. Such as:

- How might the character feel? What phrase shows us this?
- What do you think might happen next and why?
- Why has the author used this word?
- What other descriptions can we think of for the setting?

R.E.

The Bible

Knowledge

- know the stories of Abraham, Moses, Joseph and David.
- describe the actions which arise because of beliefs in relation to Biblical figures and their faith.
- Explore Biblical figures experiences, feelings and beliefs in relation to their stories and ask and suggest answers to these questions.

Skills

- Describe an accurate account in any form of the role of a person, a religious rite or symbol.
- Retell a religious story in any form.
- Show the relationship between a variety of sources as evidence to inform knowledge and understanding.
- Ask and answer questions in relation to Biblical stories, figures and themselves.
- Make simple links between beliefs and sources and understand the reasons for these beliefs.

Trust in God

Knowledge

- know the stories associated with Christmas such as the Annunciation, Visitation and Nativity.
- know what we do to prepare for Christmas.
- understand our beliefs and actions and our experiences and feelings in relation to Christmas.
- understand how Mary and Joseph kept their promise to God.

Skills

- Make simple links between own and others' beliefs and actions.
- Describe an accurate account in any form of the role of a person, a religious rite or symbol.
- Ask and answer questions about my own and others' experiences and feelings.
- Make simple links to how feelings and beliefs affect own behaviour.
- Use a given source to support a view.

The Torah – How is the Torah looked after?

Knowledge

RSE	<ul style="list-style-type: none"> - To know that the Torah is the Holy Book within Judaism. - To know for Jewish people their Scriptures are very important. - To know that the first five books of the Hebrew Scriptures are called the Torah. - To know that Jewish people believe G-d dictated the Torah to Moses on Mount Sinai. - To know that the Torah shows how G-d wants the Jewish people to live. <p>Skills</p> <ul style="list-style-type: none"> -To make links between how Sefer Torah or Torah scrolls are treated with great respect and how the Bible is treated with respect. <p>The Qu’ran- How is the Qu’ran looked after?</p> <p>Knowledge</p> <ul style="list-style-type: none"> - To know that the Qu’ran is the Holy Book within Islam. - To know for Muslims people their Scriptures are very important. - To know that Muslim people believe Allah sent the Angel Jibril to say His word to the Prophet Mumammed. - To know that the Qu’ran shows how Allah wants Muslim people to live. <p>Skills</p> <ul style="list-style-type: none"> -To make links between how the Qu’ran is treated with great respect and the similarities and differences it has with the Bible. <p>Knowledge</p> <p>In Autumn Term 2, we will begin our lessons from TenTen: Living Life to the Full. We will begin with our first module, Created and Loved by God and cover the first two units. Within this module, children will explore the individual. They will understand that we are made in the image and likeness of God and develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p> <p>Skills</p> <ul style="list-style-type: none"> -understand that we are created individually by God who is Love, designed in His own image and likeness. -know that God made us with the desire to be loved and to make a difference: each of us has a specific purpose. -know that every human life is precious from the beginning of life(conception) to natural death. -know that personal and communal prayer and worship are necessary ways of growing in our relationship with God. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Encourage your child to read over written work to check it makes sense. - If you notice a particular error ask your child to read over the line so they can correct it for themselves. - Correct any mistakes with one single line. - Encourage writing for pleasure. This could be stories, play scripts, cartoons, treasure hunts and creating board games etc. <p><u>Spelling, punctuation and Grammar</u></p> <ul style="list-style-type: none"> - When practising longer spellings encourage them to ‘chunk,’ each syllable e.g. su – per – mar – ket. - Brainstorm word families linked to the spelling pattern.
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	<ul style="list-style-type: none"> -know that in Baptism God makes us His adopted children and ‘receivers’ of His love. -know that by regularly receiving the Sacrament of Reconciliation, we grow in good deed. - know that it is important to make a nightly examination of conscience. -know that receiving the Sacraments helps them to develop healthy relationships with others. 	<ul style="list-style-type: none"> - When checking written work ask your child to read it aloud slowly, to recognise grammar and punctuation mistakes. <p><u>Maths</u></p> <ul style="list-style-type: none"> - Practice the times tables in and out of order. - Take opportunities to do cooking activities that involve estimating and weighing. - When out shopping, encourage your child to work out total costs and change. - Encourage a ‘give it a go,’ mindset when tackling maths’ problems.
Reading	<p>Knowledge and Summary</p> <p>Belonging by Jeannie Baker and The Ice Palace by Robert Swindells will be our class texts. Belonging will tell a story through detailed and textured pictures and inspire children to explore and experiment as well as debate and examine issues relating to the environment. They will also explore the positive role they themselves can have as guardians and gatekeepers for the next generation. The Ice Palace presents strong themes such as family love and bravery and explore character and dilemma. The children will learn about plot, setting, character development and emotional response to strong themes and dilemmas in fiction.</p> <p>Skills focus:</p> <ul style="list-style-type: none"> -develop children’s responses to a book through discussion. -explore the impact of urbanisation and the impact humans have on their environment. -consider their own role in making an environment they want to live in based on what they have inferred from illustration. -use drama and role play to deepen understanding of a book. -respond to illustration and explore how it communicates meaning. -develop positive attitudes to reading by listening to and discussing a wide range of fiction and non-fiction. -identify themes and conventions. -ask questions to improve understanding of the text. -draw inferences and justify inferences with evidence. -identify how language and structure contribute to meaning. 	

Writing	<p>Knowledge and Summary We will be using our class texts, listed above, to develop and embed the skills below. Belonging will offer children the opportunity to develop creative responses to the text through drama, storytelling and artwork as well as present their own ideas to improve the school environment in a group project. The story of The Ice Palace will provide fictional stimulus for the children's own writing in different text types. Through this, children will learn to effectively plan, draft and edit their own and others' work.</p> <p>Skills focus:</p> <ul style="list-style-type: none"> - record responses to a book - respond to illustration through writing opinions and meaning. - develop how children write in role - plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. - plan writing by discussing and recording ideas. - draft and write by composing and rehearsing sentences orally and by organising paragraphs around a theme. - in non-narrative use simple organisational devices. - assess the effectiveness of their own and others' writing and suggest improvements. - proof-read for spelling and punctuation errors. 	<p>- Encourage children to explain how they have come to an answer.</p> <p><u>Important Dates:</u></p> <p>6/10- CAFOD Family Fast Day 23/10-27/10- Half Term 6/11- Saxon Workshop 17/11- Children in Need 19/11-Parents Evening 4/12- Year 4 Mass 14/12- Carol Service 20/12- Christmas Party 21/12-Last Day of Term</p>
Spelling Punctuation and Grammar	<p>Knowledge This term, the children will be reviewing grammar rules in relation to Year 3 and then continue to build on their grammatical knowledge. They will continue to build on the spelling rules learned in Year 3 as well as continue to learn the statutory spelling words for Year 3/4.</p> <p>Skills focus</p> <ul style="list-style-type: none"> - Use full stops and capital letters in sentences. - Understand what a complete sentence is and use this when answering questions - Know what consonants and vowels are. - Understand what Standard English is and how it differs from spoken English. - Use the first letters of a word to check its spelling in a dictionary. - Learn how to use apostrophes for missing letters and possessive apostrophes. - Use conjunctions, prepositions and adverbs to express time and cause. - Extend sentences by using a wider range of conjunctions. - Use adverbs to express time and cause. - Accurately spell words using prefixes and suffixes. 	

	<ul style="list-style-type: none"> -Accurately spell plural nouns. - Accurately spell common frequency words such as ‘where’ and ‘I’. - Use compound words accurately. -Understand and use possessive pronouns. - Begin to use fronted adverbials and understand what they are. 	
Mathematics	<p><u>Knowledge</u> This term the children will complete units on Number and Place Value, Addition and Subtraction, Area and Multiplication and Division.</p> <p><u>Skills focus</u></p> <p>Number and Place Value</p> <ul style="list-style-type: none"> - Skip count in multiples of 25 and 1,000. - Recognise, represent, count, compare and order, numbers up to 10,000. - Use a number line up to 10,000. - Round any number to the nearest 10, 100 or 1,000 - Find 1, 10, 100, 1,000 more or less than a given number - Count backwards through 0 to include negative numbers -Recognise Roman numerals up to 100. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> -Add and subtract 1, 10s, 100s and 1,000s -Add 3 and 4 digit numbers together without and with carrying. -Subtract 3 and 4 digit numbers together with and without borrowing. -Subtract and add 4 digit numbers together with more than one exchange. -Estimation, checking answers and mental maths strategies. <p>Area</p> <ul style="list-style-type: none"> -Explore what area is -Find area by counting shapes -Use area to make shapes -Compare area of different shapes. <p>Multiplication and Division</p> <ul style="list-style-type: none"> -Multiply and divide by 3, 6, 7, 9, 10 and 100(revision from last year). 	

	<ul style="list-style-type: none"> -Multiply by 1 and 0. -Divide by 1 and itself. <p>Multiplication and Division will begin this term and be carried on to the Spring Term.</p>	
Science	<p><u>Living Things</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> -know that animals with a spine are called vertebrates and those without are invertebrates. -know that all mammals, birds, fish, amphibians, and reptiles are vertebrates. -know that each animal group has different physical characteristics. -know that insects, spiders and slugs/snails have specific characteristics as invertebrates. -know that classification keys are used to classify animals and plants. -know that closed questions are used in classification keys. -know that flowering plants can produce flowers and fruit. -know that non-flowering plants include mosses and ferns. -know that deciduous trees lose their leaves annually but evergreen trees keep their leaves all year round. <p>Skills</p> <ul style="list-style-type: none"> -recognise that living things can be grouped in a variety of ways. -talk about criteria for grouping, sorting and classifying. -ask relevant questions and use different types of scientific enquiries to answer them. -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. -gather, record, classify and present data in a variety of ways to help in answering questions. -report on findings from enquiries, including oral and written explanations, display or presentation of results and conclusions. <p><u>States of Matter</u></p>	

	<p>Knowledge</p> <ul style="list-style-type: none"> -know that solids, liquids and gases have certain characteristics of shape and volume. -know that some solids can be poured. -know that liquids maintain volume no matter the container and some have different rates of flow. -know some materials change states between solids, liquids and gases. -know water in all its forms: water vapour, ice and as a liquid. -know a thermometer is a piece of equipment that is used to measure temperature. - know that stopwatches are used to measure intervals of time. <p>Skills</p> <ul style="list-style-type: none"> -compare and group materials together, according to whether they are solids, liquids or gases. -talk about criteria for grouping, sorting and classifying. -identify differences, similarities or changes related to simple scientific ideas. -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees. -make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. -set up simple practical enquiries, comparative and fair tests. -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. -use results to draw simple conclusions, make prediction for new values, suggest improvements and raise further questions. 	
P.E.	<p>PE days are: Tuesday and Thursday</p> <p>Knowledge</p> <p>Year 4 will be focusing on tennis and gymnastics.</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> - find space to move into within a game. - hit a ball with a range of different bats/racquets. - balance on pads and points. - make a range of different shapes when balancing. - use all parts of the body when travelling in different ways. - create own stretching routine to prepare for gymnastics. 	

	<ul style="list-style-type: none"> - can jump one foot to two feet and one to the other. - combine shapes and balances in a performance. - perform a range of rolls with a good level of accuracy. - perform given routines from memory, performing all the elements in the correct order. 	
Music	<p>Knowledge Children will focus on the song Mamma Mia, considering the music group ABBA and the pop genre. They will also focus on exploring and developing their skills using the glockenspiel.</p> <p>Skills Focus</p> <ul style="list-style-type: none"> - know five songs from memory and who sang them or wrote them. - choose one song and be able to talk about some of the style indicators of that song. - confidently identify and move to the pulse. - talk about the musical dimensions working together in the Unit songs. - talk about how pulse, rhythm and pitch work together. - sing in unison and in simple two-parts - demonstrate a good singing posture. - treat instruments carefully and with respect. - rehearse and perform their part within the context of the Unit song. - talk about improvisation and what it is. - improvise through copying back, playing and improvising and creating own improvisations. - help create at least one simple melody using one, three or all five different notes. - choose what to perform and create a programme. 	
Art & Design Design and Technology	<p>Our units in Art and Design and Design and Technology will be Drawing: Power Prints, Digital World: Mindful Moments Timer and Electrical Systems: Torches</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Shape: How to use basic shapes to form more complex shapes and patterns. - Line: Lines can be lighter or darker, thicker or thinner and that this can add expression or movement to a drawing. - Pattern: Patterns can be irregular and change in ways you wouldn't expect. - How to use pencils of different grades to shade and add tone. - How to hold a pencil with varying pressure to create different marks. - How to use observation and sketch objects quickly. - How to draw objects in proportion to each other. - How to use charcoal and a rubber to draw tone. 	

	<ul style="list-style-type: none"> - How to use scissors and paper as a method to 'draw'. - How to make choices about arranging cut elements to create composition. - How to create a wax resist background. - How to use different tools to scratch into a painted surface to add contrast and pattern. - How to choose a section of a drawing to recreate as a print. - How to create a monoprint. - Know that artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. - Know how artists evaluate what they make, and talking about art is one way to do this. - Understand what variables are in programming. - Know some of the features of a micro:bit. - Know that an algorithm is a set of instructions to be followed by the computer. - Know that it is important to check code for errors. - Know that simulators can be used as a way of checking code works before installing it onto an electronic device. - Understand the terms 'ergonomic' and 'aesthetic'. - Know that a prototype is a 3D model made out of cheap materials, that allows us to test design ideas and make better decisions about size, shape and materials. - Know that an exhibition is a way for companies to showcase products, meet potential new customers and gather feedback from other users. - Understand that electrical conductors are materials which electricity can pass through. - Understand that electrical insulators are materials which electricity cannot pass through. - Know that a battery contains stored electricity that can be used to power products. - Know that an electrical circuit must be complete for electricity to flow. - Know that a switch can be used to complete and break an electrical circuit. <p>Skills</p> <ul style="list-style-type: none"> - Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. - Use sketchbooks for a wider range of purposes. - Demonstrate greater skill and control when drawing and painting to depict forms. - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. - Use subject vocabulary confidently to describe and compare creative works. - Use more complex vocabulary when discussing their own and others' art. - Write design criteria for a programmed timer. 	
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	<ul style="list-style-type: none"> - Explore different mindfulness strategies. - Apply the results of research to further inform my design criteria. - Develop a prototype case for a mindful moment timer. - Use and manipulate shapes and clipart by using computer-aided design(CAD), to produce a logo. - Follow a list of design requirements. - Create a 3D using modelling materials. - Program a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press. - Investigate and analysing a range of timers by identifying and comparing their advantages and disadvantages. - Evaluate a program against points on a design criterion and amending them to include any changes made. - Document and evaluate a project. - Understand what a logo is and why they are important in the world of design and business. - Test a program for bugs. - Find and fix bugs in code. - Use an exhibition to gather feedback. - Gather feedback from the user to make suggested improvements to a product. - Design a torch, considering the target audience and create both design and success criteria focusing on features of individual design ideas. - Make a torch with a working electrical circuit and switch. - Use appropriate equipment to cut and attach materials - Assemble a torch according to design and success criteria. - Evaluate electrical products. - Test and evaluate the success of a final product. 	
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Computing	<p><u>Online Safety</u></p> <p>Knowledge</p> <p>Children will search for a variety of technologies. They will learn how to recognise adverts and pop-ups; distinguishing fact from opinion online. The children will recognise that technology can be distracting and learn how to be respectful to others online.</p> <p>Skills</p> <ul style="list-style-type: none"> -Search for information and make a judgement about the accuracy of results. -Recognise some methods used to encourage people to buy things online. -Recognise that just because we see or read something online does not mean that it has to be true. -understand what a 'bot' is. -recognise the positive and negative distractions of technology. -Explore their own use of technology. -Use a range of strategies for being safe and respectful online, including how to respect the thoughts and beliefs of others. -Recognise healthy and unhealthy online behaviours. <p><u>Computational Thinking</u></p> <p>Knowledge</p> <p>The children understand that computational thinking refers to the four skill areas needed to solve problems effectively: abstraction, algorithm design, decomposition and pattern recognition. They will explore and apply these skills in a range of activities before being challenged to complete an independent programming challenge.</p> <p>Skills</p> <ul style="list-style-type: none"> -Know what computational thinking is. -Understand decomposition. -Explore abstraction and pattern recognition in relation to programming. -Use algorithm design. -Apply computational thinking to solve challenges and identify which skills they're using. 	
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Creative Subjects	History	<p>Our History topic this term is How hard was it to invade Britain? (Anglo-Saxons and Scots)</p> <p>Knowledge</p> <ul style="list-style-type: none"> -know that significant archaeological findings are those which change how we see the past. -know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come. -know that we can make inferences and deductions using images from the past. -understand the development of groups, kingdom and monarchy in Britain. -know who became the first ruler of the whole of England. -understand that societal hierarchies and structures existed including aristocracy and peasantry. -know that there were different reasons for invading Britain. -understand that there are varied reasons for coming to Britain. -know that there are different reasons for migration. -know that settlement created tensions and problems. -understand the impact of settlers on the existing population. -know that settlements changed over time. -understand how invaders and settlers influence the culture of the existing population. - understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. -know that communities traded with each other and over the English Channel in the Prehistoric Period. -understand that there are different beliefs in different cultures, times and groups. -know about paganism and the introduction of Christianity in Britain. -know how Christianity was spread and compare the beliefs of different cultures, times and groups. -know the legacy and contribution of the Anglo-Saxons to life today in Britain. <p>Skills</p> <ul style="list-style-type: none"> -understanding that history is divided into periods of time. -using dates to work out the interval between periods of time and the duration of historical events or periods. -using BC/AD/Century. 	
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	<ul style="list-style-type: none"> -beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. -using dates and terms related to the unit and passing of time. -noticing connections over a period of time. -making a simple individual timeline. -identifying reasons for change and continuities and what the situation was like before the change occurred. -comparing different periods of history and identifying changes and continuity. -describing the changes and continuity between different periods of history. -identifying the links between different societies. -identifying the links between different societies and the consequences of events and the actions of people. -identifying reasons for historical events, situations and changes. -recalling some important people and events. -identifying who is important in historical sources and accounts. -using a range of sources to find out about a period. -using evidence to build up a picture of a past event. -observing the small details when using artefacts and pictures. -identifying and giving reasons for different ways in which the past is represented. -evaluating the usefulness of different sources. -understanding how historical enquiry questions are structured. -creating historically-valid questions across a range of time periods, cultures and groups of people. -asking questions about the main features of everyday life in periods studied, e.g. how did people live. -asking questions about the bias of historical evidence. -using a range of sources to construct knowledge of the past. -extracting the appropriate information from a historical source. - identifying primary and secondary sources and the bias of a source. -comparing and contrasting different historical sources. -understanding that there are different ways to interpret evidence and make deductions from documentary as well as concrete evidence e.g. pictures and artefacts. -making links and connections across a period of time, cultures or groups. 	
Geography	Our Geography topic this term is Who lives in Antarctica?	

	<p>Knowledge</p> <ul style="list-style-type: none"> -know where North and South America are on a world map. -know the names of some countries and major cities in Europe and North/South America. -know that climate zones are areas of the world with similar climates. -know the world's different climate zones(equatorial, tropical, hot desert, temperate and polar) -know the world's biomes. -know the main types of land use. -know that countries near the Equator have less seasonal change than those near the poles. -know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern/Southern Hemispheres. -know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. -know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. -know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. -know the Northern/Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. -know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. -know the patterns of daylight in the Arctic and Arctic circle and the Equatorial regions. -know the world's different climate zones. -understand that a scale shows how much smaller a map is compared to real life. -recognise world maps as a flattened globe. -know the eight points of a compass are north, south, east, west, north-east, south-east, north-west and south-west. know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be complete accurate. <p>Skills</p>	
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		<ul style="list-style-type: none"> -locating some of the countries in Europe and North/South America using maps. -locating key physical features in countries studied including significant environmental regions. -locating some key human features in countries studied. -finding the position of the Equator and describing how this impacts our environmental regions. -finding lines of latitude and longitude on a globe and explaining why these are important. -identifying the position of the Tropics of Cancer and Capricorn and their significance. -identifying the position of Northern and Southern hemispheres and explaining how they shape our seasons. -describing and beginning to explain differences between two regions studied. -describing how and why humans have responded in different ways to their local environments. -discussing climates and their impact on trade, land use and settlement. -explaining what measures humans have taken in order to adapt to survive in cold places. -describing types of settlements and land use. -explaining why different locations have different human features. <p>using atlases, maps, globes and beginning to recognise and describe physical and human features in countries studied.</p> <ul style="list-style-type: none"> -finding countries and features of countries in an atlas using contents and index. -accurately using 4-figure grid and references to locate features on a map in regions studied. -beginning to locate features using the 8 points of a compass. -observing, recording and naming geographical features in their local environments. 	
	Italian	<p>Knowledge</p> <p>The children will be introduced to basic Italian words and phrases by our Italian teacher. They will engage in a variety of songs and games. These lessons will take place on a Friday afternoon.</p> <p>Skills</p> <ul style="list-style-type: none"> -Listen to model role-plays and infer meaning. -Role play on saying how they are and what their name is. 	

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