

| <div>  <div>Year 4, Autumn 1</div>  </div> |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                 |               |  |  |  |  |
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| Subject                                                                                                                                                                                                        | Prior Learning                                                                                                                                                                                                                                                                                                                                                                                                     | Assessment                                                                                                                                                                                               | Oracy Opportunities                                                                                                                                                                                                                                                                                                                       | Learning Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Key Vocabulary                                                                                                                                                                                                                                                  | House Value   |  |  |  |  |
| Maths                                                                                                                                                                                                          | Place value up to three digit numbers<br>Addition and Subtraction of three digit numbers using the column method<br>Multiplication facts<br>Understanding of dienes, place value counters and place value tables                                                                                                                                                                                                   | Pre and post unit tasks<br>Daily self reflections<br>Self marking and teaching marking                                                                                                                   | Weekly maths talks<br>Daily talk tasks as part of lesson inputs<br>Reasoning extensions and maths journaling<br>Sentence stems                                                                                                                                                                                                            | How can I recognise the place value of a 4-digit number?<br>How can I order and compare numbers?<br>How can I find 10, 100, 1,000 more or less than a number?<br>How can I round a number to the nearest 10, 100 and 1,000?<br>How can I derive addition and subtraction facts from known facts?<br>Can I choose appropriate addition strategies?<br>Can I choose appropriate subtraction strategies?<br>How can I use the column addition for 4-digit integers, regrouping in one column?<br>How can I use column subtraction for 4-digit integers, regrouping in one column?<br>How can I subtract a 4-digit integer from a multiple of 1,000?<br>How can I use bar models to represent addition and subtraction problems?<br>Can I identify patterns between multiplication tables?<br>Can I explore and identify multiplication table patterns?<br>Can I recognise and use factor pairs in calculations?<br>Can I apply my knowledge of place value to multiply by 0 and 10?<br>How can I combine multiplication and addition to explore distributive law? | place value<br>ones<br>tens<br>hundreds<br>thousands<br>approximate<br>multiply<br>subtraction<br>addition<br>regrouping<br>commutative law                                                                                                                     | Resilience    |  |  |  |  |
| Writing                                                                                                                                                                                                        | - Knowledge of subjects and verbs<br>- Knowledge of simple and complex sentences<br>- Knowledge of correct use of relevant SPAG<br>- To use a range of skills to write coherently for a purpose and for the reader.<br>- To know that we use a range of vocabulary to set the scene and create characters within a narrative.<br>- Knowledge of a range of conjunctions<br>- Knowledge of a range of prepositions. | Focus for Autumn 1 - secure knowledge of fundamentals of sentence writing. Baseline writing assessment in Week 2.<br><br>Cold writes<br>Hot writes<br><br>Assessment of key skills as the weeks progress | Verbalise what makes up a sentence.<br><br>Discuss and make predictions about The Dreamgiver.<br><br>Debate what makes a mythical creature believable or imaginative.<br><br>Recreate scenes from Greek Myths or Beat the Monster stories.<br><br>Boxing-up grids.<br><br>Peer feedback discussions during editing and assessment stages. | Cold Task: based on The Dreamgiver, a descriptive narrative<br>What is a sentence? - Focus for the first 4 weeks<br>What is a subject?<br>What is a verb?<br>What is a command, statement and exclamation sentence?<br>How do I use capital letters and full stops correctly?<br>What are coordinating and subordinating conjunctions?<br>What are subordinate clauses?<br>How do I write a descriptive sentence?<br>How do I orally retell a Greek Myth?<br>How will text-map a Greek Myth?<br>How do I make comparisons and spot patterns when exploring Greek Myths?<br>What are the language features of a Beat the Monster story?<br>What is an expanded noun phrase?<br>How will expanded noun phrases help with setting and character description?<br>What are the organisational features of a "Beat the Monster" story?<br>How does a boxing-up plan help structure my writing?<br>How do I write my own Greek Myth?<br>How do I assess the effectiveness of my own writing?<br>How will I edit and assess my own writing?                            | iminations, coordinating conjunctions, subordinating conjunctions<br>y/Texts: Greek Myth, Beat the Monster story, mythical creatures<br>es: rhythm, rhyme, repetition, performance, voice, tone<br>esses: plan, draft, edit, assess, evaluate, compare, compare | Collaboration |  |  |  |  |
| Reading                                                                                                                                                                                                        | Inference, Prediction, Explaining, Retrieval, Sequence/Sum                                                                                                                                                                                                                                                                                                                                                         | prior comprehension assessment                                                                                                                                                                           | Text 'interrogation' : justification of responses, textual evic<br>Kagan partnerships                                                                                                                                                                                                                                                     | What does VIPERS mean?<br>What are antonyms and synonyms?<br>**Whole Class Guided Reading Sessions**                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | nce, Prediction, Explaining, Retrieval, Sequence/Summary                                                                                                                                                                                                        | Resilience    |  |  |  |  |
| Science                                                                                                                                                                                                        | Fair testing<br>Find patterns between a set of results<br>Senses and the body                                                                                                                                                                                                                                                                                                                                      | Pre assessment- what do I already know about sound?                                                                                                                                                      | Working within Kagan partnerships to utilise scientific vocabulary. Use of sentence stems to encourage subject specific vocab in the correct context.                                                                                                                                                                                     | LQ:What do you already know about sound?<br>LQ: How is sound made?<br>LQ: How does sound travel?<br>LQ: What sounds can we hear in the forest?<br>LQ: What is pitch?<br>LQ: How can we change the sounds that we hear?<br>LQ:What material best reduces the sound that we hear?<br>LQ: What do I know about sound?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | sound, vibrations, particles, pitch, volume,                                                                                                                                                                                                                    | Fairness      |  |  |  |  |
| Geography                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                 | Kindness      |  |  |  |  |
| History                                                                                                                                                                                                        | Stone Age, Bronze Age and Iron Age<br>The Ancient Egyptians                                                                                                                                                                                                                                                                                                                                                        | Pre assessment - time machine p<br>End of unit assessment                                                                                                                                                | Drama- hot seating, role play<br>Story stems<br>Kagan structures for recalling information                                                                                                                                                                                                                                                | LQ:What do I already know about Ancient Greeks?<br>LQ: Who were the Ancient Greeks?<br>LQ:Can we prove that Theseus and the Minotaur was a true story?<br>LQ: What did the Ancient Greeks believe?<br>LQ: What is democracy?<br>LQ: What was daily life like in Ancient Greece?<br>LQ: What food did the Ancient Greeks eat?<br>LQ: How did the Olympics begin?<br>LQ: How were the Ancient Greeks creative?<br>LQ: What did the Ancient Greeks bring to the world?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | evidence, gods and goddesses, democracy, Olympic                                                                                                                                                                                                                | Fairness      |  |  |  |  |
| DT                                                                                                                                                                                                             | Describing how they have arrived at design choices<br>Draw, annotate and explain design sketches<br>Appraise others' designs<br>Assembling and joining materials with accuracy                                                                                                                                                                                                                                     | Pre and post assessment                                                                                                                                                                                  | Collaborative opportunities<br>Justifying choice of design<br>Review and appraising                                                                                                                                                                                                                                                       | How can we explain the meaning of at least three common flag symbols?<br>How can we use geometric shapes and lines to create a balanced and clear design?<br>How can we justify the colours they use in my flag design, explaining what each colour represents?<br>How can we apply the rule of symmetry to our flag design, ensuring the pattern is balanced?<br>How can we provide constructive feedback to their peers on our designs?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | design brief<br>design process<br>refinement<br>colour symbolism                                                                                                                                                                                                | Creativity    |  |  |  |  |
| Art                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                 |               |  |  |  |  |
| Computing                                                                                                                                                                                                      | Understanding of digital devices<br>Key network concepts<br>Input, output, process<br>Connection of digital devices                                                                                                                                                                                                                                                                                                | Pre and Post assessment                                                                                                                                                                                  | Collaborative kagan activities<br>Presentation of ideas                                                                                                                                                                                                                                                                                   | How do networks connect?<br>What is the internet made of?<br>How do we share information?<br>What is a website?<br>Who owns the web?<br>Can I believe what I read?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Network<br>World Wide Web<br>Web page<br>Network<br>Website<br>Accurate                                                                                                                                                                                         | Fairness      |  |  |  |  |

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| RE                                                                                                                                                                                                             | religious traditions and non-religious conditions<br>Advent, Lent and the Eucharist<br>Judaism                                                                                                                                                                     | Pre and Post assessment                                                                                           | Kagan partnerships<br>Critical thinking - justifying answers<br>debate                                                    | What are the characteristics of a good role model?<br>What makes a person inspirational to others?<br>Who is inspiring for me?<br>Who is inspiring for other children in my class?<br>What do we know about Jesus' life story?<br>Was Jesus inspiring because of his actions?                                                                                                                                                                                                                                           | belief<br>identity<br>belonging<br>inspiration<br>influence<br>faith                                                         | Kindness      |  |  |  |  |
| PSHE                                                                                                                                                                                                           | What the UNCRC is and how it was formed<br>The special characteristics of Rights - ABCDE<br>Advocates and activists - Martin L K                                                                                                                                   | Pre and Post assessment                                                                                           | P4C opportunities<br>Critical thinking<br>Kagan partnerships<br>Lesson Agreement                                          | How are Rights and democracy linked?<br>What is freedom of expression?<br>What are the origins of democracy?<br>What happens when democracy breaks down?<br>What is activism?                                                                                                                                                                                                                                                                                                                                           | Rights<br>Democracy<br>Indivisible<br>Inherent<br>Inalienable<br>Universal<br>Unconditional                                  | Creativity    |  |  |  |  |
| Music                                                                                                                                                                                                          | Call and response<br>Simple melody line composition<br>Simple ostinato<br>Listening skills                                                                                                                                                                         | Children will compose a 1.5 min ending to an opera, submit to ENO and written feedback will be received from ENO. | Musical ensemble<br>Kagan Partnerships                                                                                    | To listen with attention to detail and evaluate ideas.<br>• To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.<br>• To use and understand musical notation (graphic score).<br>• To improvise and compose music for a range of purposes.<br>• To appreciate and understand a wide range of high-quality live and recorded music from different traditions (opera) and great composers and musicians (ENO) | Composition, opera, libretto, sounds of colour (synesthesia), forte, fortissimo, piano, pianissimo, dynamics, graphic scores | Collaboration |  |  |  |  |
| PE<br><br>Dance<br>Gymnastics                                                                                                                                                                                  | use running, jumping, throwing and catching in isolation<br>play competitive games,<br>applying basic principles suitable for attacking and defence<br>comparing their performances with previous ones and identifying improvement to achieve their personal best. |                                                                                                                   | Collaborative opportunities through team games<br>Focus on communication through tactics of Tag Rugby<br>Sharing of ideas | What Have You Got to do to evade defenders?<br>When Passing a ball to a partner what must we ensure we do?<br>What are the benefits of defending a line?<br>How can an attacker get beyond a defender?<br>How Can We Get beyond a defensive line?<br>What Are the core rules of Tag Rugby?<br>What are 3 defensive rules and 3 attacking rules?                                                                                                                                                                         | Ruby ball Tagging Evading Attacking Defending<br>In-line Pass Pop pass Spin pass                                             | Resilience    |  |  |  |  |