




<p><b>Science</b> <b>The Human Body</b></p> <ul style="list-style-type: none"> <li>Living things are made up of cells.</li> <li>Four types of teeth: incisors, canines, pre-molars and molars</li> <li>The digestive system</li> <li>A balanced diet includes essential vitamins and minerals.</li> </ul> <p><b>Classification of Plants and Animals</b></p> <ul style="list-style-type: none"> <li>Vertebrates and invertebrates</li> <li>Scientists sort living things using a process called classification.</li> <li>Fish, amphibians, reptiles, birds, mammals and insects</li> <li>Flowering and non-flowering plants</li> </ul>	<p><b>History</b> <b>Anglo-Saxons and Vikings</b></p> <ul style="list-style-type: none"> <li>Key vocabulary: migration, invasion, law, trade, settlement, religion and monarchy.</li> <li>Similarities and differences between the ways the Anglo Saxons and the Vikings lived on their settlements.</li> <li>Continuity &amp; change (how did life change in England between 450 and 1066; how did religion change over this time period.</li> <li>Sources and evidence: Julius Caesar's account of the Picts; extracts from the <i>Anglo-Saxon Chronicle</i>; artefacts</li> </ul>	<p><b>Geography</b> <b>Spatial Sense/Local Area</b></p> <ul style="list-style-type: none"> <li>Globes and the Tropics</li> <li>Scale</li> <li>Grid References</li> <li>Our Local Area</li> <li>Our Local Area Changes over Time</li> </ul> <p><b>Mediterranean Europe</b></p> <ul style="list-style-type: none"> <li>Key Places in Europe</li> <li>Climate of Mediterranean Europe</li> <li>Food and Farming</li> <li>Landscape</li> <li>Settlements</li> </ul>
<p><b>Maths</b> Represent and partition numbers to 1,000 and 10,000 Find 1, 10, 100, 1,000 more or less Estimate, compare and order numbers on a number line to 10,000 Roman numerals Round to the nearest 10, 100 or 1,000</p> <p>Add up to two 4-digit numbers with exchange Subtract two 4-digit numbers with exchange</p> <p>Calculate and compare areas</p> <p>Multiples of 3 6, 7, 9, 11 and 12 times-table and division facts Multiply by 1 and 0 Divide a number by 1 and itself</p>	<p><b>Year 4</b> <b>Hazel and Cedar Class</b> <b>Autumn 2023</b></p> 	<p><b>English</b></p> <ul style="list-style-type: none"> <li>purpose of the text</li> <li>how to write for different audiences</li> <li>effective language and language structures</li> </ul> <p><b>Descriptive narrative: <i>Dream Giver</i></b></p> <ul style="list-style-type: none"> <li>ambitious adjectives</li> <li>figurative devices</li> </ul> <p><b>Non-chronological report: <i>Flanimals</i></b></p> <ul style="list-style-type: none"> <li>create an imaginary animal.</li> </ul> <p><b>Narrative: <i>The Matchbox Diary</i> <i>Alice in Wonderland</i></b></p> <p><b>SPaG</b> Sentence punctuation - word classes: noun types; determiners, verbs – word morphology (prefixes and suffixes) – sentence types – expanded noun phrases – clauses and phrases – fronted adverbials</p>
<p><b>Computing</b> <b>Online Safety:</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern <b>Logo / Animation:</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li><b>Elements of Music</b></li> </ul> <p>Beat, rhythm, pitch, tempo, dynamics, timbre</p> <ul style="list-style-type: none"> <li><b>Singing</b></li> </ul> <p>Understanding musical phrasing and breathing Call and response Singing in 2 parts</p> <ul style="list-style-type: none"> <li><b>Listening/Repertoire</b></li> </ul> <p>Benjamin Britten – <i>Storm Interlude</i> Anglo-Saxon instruments</p> <ul style="list-style-type: none"> <li><b>Composition</b></li> </ul> <p>A seascape with use of graphic score</p>	<p><b>Design Technology / Cushions</b></p> <ul style="list-style-type: none"> <li>appliqué, running stitch, backstitch, overcast stitch.</li> <li>devise criteria, develop ideas, annotated drawings</li> <li>select tools/materials, make paper templates/patterns, draw and cut shapes, pin, thread a needle, tie a knot, stitch and stuff</li> <li>photograph, self and peer evaluation</li> </ul>
<p><b>French</b> <b>Je me présente:</b> Ask somebody how they are feeling, their age, name and where they live. Say how we are feeling, how old we are, what our name is and where we live <b>Ma famille:</b> Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age, and relationship.</p>		<p><b>Art / Light and Space</b></p> <ul style="list-style-type: none"> <li>compare extremes of light in the work of Caravaggio and Vermeer</li> <li>use acrylics to paint a still life using tone to create form.</li> <li>use tone to create the illusion of space</li> <li>use foreshortening techniques.</li> <li>Use colour to create a sense of depth</li> </ul>
<p><b>RE</b> Why do some people think life is like a journey? How and why do people mark the significant events of life?</p> 	<p><b>PE</b> <b>OAA</b> Develop problem solving skills through a range of challenges <b>Hockey</b> Keep possession, dribble, attack and defend; play fairly and keep to the rules <b>Dance</b> Create characters and narrative through movement and gesture <b>Dodgeball</b> Throw, dodge and catch; learn how to apply simple tactics to the game to outwit the opponent</p>	<p><b>PSHE</b> <b>New beginnings:</b> Rules, rewards and consequences; coping in the classroom.</p> <p><b>Feelings and Emotions:</b> Jealousy</p> <p><b>Keeping/Staying Safe:</b> Cycle Safety</p> 