



	Autumn Term
Religious Education	<p><b><u>The Bible</u></b></p> <ul style="list-style-type: none"><li>• Can I understand how the Good News Bible is organised?</li></ul> <p><i>Stories:</i></p> <ul style="list-style-type: none"><li>- <b>David and Goliath</b></li><li>• Can I write a speech from David to God to show why David acted the way he did because of his beliefs?</li><li>• Can I make links between God's messages in David and Goliath and how beliefs affect my behaviour and actions?</li><li>- <b>Abraham</b></li><li>• Can I explain Abraham's story making links to beliefs and life, giving reasons for his choices and actions?</li><li>- <b>Joseph</b></li><li>• Can I retell Joseph's story accurately including quotes from scripture?</li><li>- <b>Moses</b></li><li>• Can I recognise and understand Moses' story and make links to his beliefs and feelings about God?</li></ul> <p><b><u>Trust in God</u></b></p> <ul style="list-style-type: none"><li>• Can I describe the religious symbols of advent and describe the actions and worship that happens during this time?</li><li>• Can I understand the importance of trusting in God? Can I understand that sometimes it can be hard to trust?</li></ul> <p><i>Stories:</i></p> <ul style="list-style-type: none"><li>- <b>Zechariah</b></li><li>• Can I make links to show how feelings and beliefs affected Zechariah's behaviour?</li><li>- <b>The Annunciation</b></li><li>• Can I retell the story of The Annunciation accurately with direct quotes from scripture?</li></ul>

	<ul style="list-style-type: none"> <li>- <b>Joseph</b> <ul style="list-style-type: none"> <li>• Can I retell the story of Joseph and make links between the story and the importance of trusting in God?</li> <li>• Can I describe the religious symbols of Christmas?</li> </ul> </li> </ul>
Collective Worship	<b>Ten Ten Resources</b>
English -Reading	<p><b>Guided Reading Text</b> – ‘There’s a Boy in the Girls’ Bathroom’ by Louis Sacher  <b>Class Text</b> – ‘Roman Invasion’ by Jim Eldridge</p> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b>Develop positive attitudes to reading, and an understanding of what they read, by:</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader’s interest and imagination</li> <li>• recognising some different forms of poetry</li> </ul> <p><b>Understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> </ul>

	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul> <ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction</li> </ul> <ul style="list-style-type: none"> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>
English-Writing	<p><b>Genre Focus:</b></p> <ul style="list-style-type: none"> <li>• Setting descriptions</li> <li>• Character descriptions</li> <li>• Implementing the above learning to Narrative writing</li> <li>• Letter writing</li> <li>• Diary entries</li> <li>• Poetry</li> <li>• Informative writing</li> </ul>
English-EPGS	<p><b><u>Autumn Focus</u></b></p> <ul style="list-style-type: none"> <li>• Expanded Noun Phrases</li> <li>• Conjunctions</li> <li>• Adverbials</li> <li>• Apostrophes</li> <li>• Paragraphs</li> <li>• Determiners</li> <li>• Pronouns/Nouns</li> <li>• Prefixes and Suffixes</li> </ul>
Maths	<p><b><i>Please see hyperlink:</i></b>  <b>Number and Place value:</b> <a href="https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-1-Number-Place-Value.pdf">https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-1-Number-Place-Value.pdf</a></p>

	<p><b>Addition and Subtraction:</b> <a href="https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-2-Number-Addition-and-Subtraction.pdf">https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-2-Number-Addition-and-Subtraction.pdf</a></p> <p><b>Measurement: Length and Perimeter:</b> <a href="https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-3-Measurement-Length-and-Perimeter.pdf">https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-3-Measurement-Length-and-Perimeter.pdf</a></p> <p><b>Multiplication and Division:</b> <a href="https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-4-Number-Multiplication-and-Division.pdf">https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-4-Autumn-Block-4-Number-Multiplication-and-Division.pdf</a></p>
Science	<p><b><u>States of Matter</u></b></p> <ul style="list-style-type: none"> <li>• Can I describe the properties of the three states of matter and sort materials according to their state?</li> <li>• Can I investigate gases and explain their properties?</li> <li>• Can I investigate materials as they change state?</li> <li>• Can I investigate how water evaporates?</li> <li>• Can I identify and describe the different stages of the water cycle?</li> </ul> <p><b><u>All Living Things</u></b></p> <ul style="list-style-type: none"> <li>• Can I recognise that living things can be grouped in a variety of ways?</li> <li>• Can I explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment?</li> <li>• Can I use a key to identify invertebrates? Can I use evidence to identify an invertebrate?</li> <li>• Can I create a classification key?</li> <li>• Can I recognise positive and negative changes to the local environment?</li> <li>• Can I describe environmental dangers to endangered species by exploring Gerald Durrell’s conservation work in Madagascar?</li> </ul>
Art	<p><b><u>British Art</u></b></p> <ul style="list-style-type: none"> <li>• Can I research and learn about the artist Paula Rego? Can I draw illustrations?</li> <li>• Can I paint part of a famous artwork by the artist Gainsborough?</li> <li>• Can I tell you about the artist Sonia Boyce?</li> <li>• Can I make a portrait using Lucien Freud as inspiration?</li> <li>• Can I paint with colour using Howard Hodgkin as inspiration?</li> </ul>

Computing	<p><b><u>Coding</u></b></p> <ul style="list-style-type: none"> <li>• Can I review the design, code, test, debug process?</li> <li>• Can I understand and use if/else statements?</li> <li>• Can I create a program that repeats actions?</li> <li>• Can I make a timer?</li> <li>• Can I make a control simulation?</li> <li>• Can I understand what decomposition and abstraction are in computer science?</li> </ul> <p><b><u>Online Safety</u></b></p> <ul style="list-style-type: none"> <li>• Can I understand how to protect myself online and understand what a digital footprint is?</li> <li>• Can I identify the risks and benefits of installing software including apps?</li> <li>• Can I understand 'plagiarism' and consider the consequences?</li> <li>• Can I identify the positive and negative influence of technology on health and the environment?</li> <li>• Can I understand the importance of balancing screen time with other parts of my life?</li> </ul>
Design and Technology	<p><b><u>Roman Shields</u></b></p> <ul style="list-style-type: none"> <li>• Can I use research to develop a design for a Roman shield? Can I discuss and sketch my design?</li> <li>• Can I choose appropriate materials according to their functions to make my shield?</li> <li>• Can I evaluate my product and consider the views of others to improve my work?</li> <li>• Can I understand how key events and individuals in design and technology have helped shape the world?</li> </ul>
Geography	<p><b><u>The UK</u></b></p> <ul style="list-style-type: none"> <li>• Can I name and locate the countries and cities of the UK?</li> <li>• Can I use the eight compass points to describe the location of some cities in the UK?</li> <li>• Can I name and locate counties of the UK? Can I identify human and physical features of one of the counties in the UK?</li> <li>• Can I name areas of high ground in the UK and use a map to locate them?</li> <li>• Can I identify some human and physical features of the UK?</li> <li>• Can I recognise how the UK has changed over time and give reasons for this?</li> </ul>
History	<p><b><u>The Romans</u></b></p> <ul style="list-style-type: none"> <li>• Can I place the Romans on a timeline?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can I understand how the Roman Empire began?</li> <li>• How did the Roman army help the Roman Empire expand?</li> <li>• How did Britain become part of the Roman Empire?</li> <li>• Who was Boudicca? How did Boudicca rebel against the Romans?</li> <li>• What did the Romans build after they settled in Britain? What did people do for leisure in Roman Britain?</li> <li>• What did the Romans do for us? What important things did they introduce to Britain?</li> </ul>
Languages (Spanish)	<p><b><u>Autumn 1</u></b></p> <ul style="list-style-type: none"> <li>• Can I say hello, goodbye and tell someone my name in Spanish?</li> <li>• Can I introduce myself in basic terms?</li> <li>• Can I ask someone their name and age?</li> <li>• Can I say my age?</li> <li>• Can I say who someone is?</li> <li>• Can I recognise a question?</li> </ul> <p><b><u>Autumn 2</u></b></p> <ul style="list-style-type: none"> <li>• Can I issue basic commands?</li> <li>• Can I ask someone how they are and say how I am (feelings)?</li> <li>• Can I use low numbers?</li> <li>• Can I say where things are?</li> <li>• Can I name colours, ask the colour of something and say what colour something is?</li> <li>• Can I ask what something is and say what something is?</li> <li>• Can I count to ten and count objects?</li> </ul>
Music	<p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>• Can I use the correct posture, breathing and diction when singing?</li> <li>• Through singing, can I develop: <ul style="list-style-type: none"> <li>- an accuracy of pitch</li> <li>- an awareness of shape of melody and phrasing</li> <li>- character and style</li> <li>- a knowledge of structure – verse and chorus, call and response</li> </ul> </li> <li>• Can I sing a variety of styles of songs?</li> <li>• Can I sing in two parts – as a round or in a harmony?</li> </ul> <p><b><u>Playing an instrument:</u></b></p> <ul style="list-style-type: none"> <li>• Can I learn how to look after an instrument and maintain it to a good standard?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can I learn good posture and basic playing technique?</li> <li>• Can I play a steady beat in a group or independently?</li> <li>• Can I play melodies using a small range of notes?</li> <li>• Can I copy a short melodic phrase by ear?</li> <li>• Can I maintain a rhythmic or melodic ostinato?</li> <li>• Can I follow symbols or notation for rhythm and pitch?</li> <li>• Can I learn to control the instrument to produce contrasting dynamics?</li> </ul> <p><b><u>Create and develop musical ideas</u></b></p> <ul style="list-style-type: none"> <li>• Can I explore different sounds the instrument can make?</li> <li>• Can I compose actions and/or words to songs?</li> <li>• Can I explore how different musical elements can tell a story, paint a picture or create a mood?</li> <li>• Can I play instruments and sing using 'call and response' and 'question and answer'?</li> <li>• Can I develop improvising skills using rhythms and/or pitch?</li> <li>• Can I create and play an ostinato or simple rhythmic accompaniment and play with a melody?</li> <li>• Can I recognise patterns and repetition in pieces or songs?</li> </ul>
P.E.	<p><b><u>Multi-Skills</u></b></p> <ul style="list-style-type: none"> <li>• Can I complete skills tests with confidence?</li> <li>• Can I develop my balancing skills?</li> <li>• Can I develop agility skills?</li> <li>• Can I develop my coordination skills?</li> <li>• Can I perform tasks using a combination of balance, agility and coordination?</li> <li>• Can I complete skills tests, aiming for a personal best?</li> </ul>
Personal, Social and Health Education	<p><b><u>1 Decision</u></b></p> <ul style="list-style-type: none"> <li>- <i>Keeping/Staying Safe</i></li> <li>- <i>Keeping/Staying Healthy</i></li> <li>- <i>Growing and Changing</i></li> </ul>