

**NUMERACY: Y4 –**

Place Value

- Count in multiples of 6, 7, 9, 25 and 100.
- Find 1000 more or less than a given number.
- Count backwards through zero to include negative numbers.
- Recognise the place value of each digit in a four-digit number (thousands).
- Order and compare numbers beyond 1000.
- Round any number to the nearest 10, 100 or 1000.
- Solve number problems and practical problems involving all the ideas above with increasingly large positive numbers.
- Read Roman numerals to 100.

Addition & Subtraction

- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Big Maths (working towards end of year expectations fY4) will be completed weekly.

**SMCS/LOCAL ISSUES**

(P4C/RP/British Modern Values)

RP in the justice system  
 Building a safe community  
 P4C– Did Neil Armstrong really land on the moon? Is there life on other planets?  
 MBV  
 Who am I and what makes up my identity? What makes everyone special?  
**ENTERPRISE: Raise money for school trips**  
 Tuck shop: What kind of budget will be required to start?

**HISTORY:** Use a timeline to find out about history of earth and other planets  
 Devise historically valid questions about change , cause, similarity and difference  
 Organisation of relevant historical information (e.g. Neil Armstrong– who was he? Why is he so important?  
 Discuss the first moon landing  
 The history and development of NASA and the importance of exploration  
**Local History Linked to topic – Autumn 2.**

**SCIENCE:**

Animals including humans

- Children will learn about the digestive system in humans and develop an understanding of the simple functions of each part.
- Children will learn about different types of teeth in humans and their simple functions.
- Children will learn about a variety of food chains, identifying producers, predators and prey.

\*Investigations – creating poo, categorising animals differently, creating food chains.

Link to geography – Different features/food in different habitats. and space

**ENTERPRISE:**

Organising and planning, initiative, team work and leadership

Planning for presentations in assembly.

**Raise money for school trips**

Tuck shop: What kind of budget will be required to start?

Effective Communication

Delivering assembly as a class.

**VICTORY: TOPIC/PERSONALISED QUESTION: What would it be like to travel through space?**

**GEOGRAPHY: Key Stage objectives. Highlighted objectives to be covered this term.**

Locational knowledge

Compare maps with aerial photographs  
 Select a map for a specific purpose  
 Begin to use atlases to find out about other features of places (e.g. find wettest part of the world)  
 What is space?  
 What is the solar system? What makes up our solar system?

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - (In brief) - linked to literacy and NCR.

Human and physical geography

describe and understand key aspects of:  
 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geography – key stages 1 and 2 4 Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

**COMPUTING:**

E-Safety – Use technology safely, respectfully and responsibly.  
 Researching space (Neil Armstrong) for literacy and topic work.

**PE: Basketball**

use running, jumping, throwing and catching in isolation and in combination  
 play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance

**RE/ETHICS:** Victory will be investigating religions and worldviews through varied experiences, approaches and disciplines; • Victory will be identifying religions of our class -reflecting on and expressing their own ideas and the ideas of others with increasing creativity and clarity; • becoming increasingly able to respond to religions and worldviews in an informed, rational and insightful way

**EXTENDED LEARNING:**

Research and create a web page that parents and friends can access and interact with.  
 RSPCA visit provisionally booked.  
Link to ICT – Researching space travel, creating engaging web pages.  
Link to literacy – NCRs.

**EXTERNAL OPPORTUNITIES:**

Work with local school (Thoresby -Pearson?) to do another theme afternoon.  
 School trip to Star Centre.

**LITERACY:**

Reading & Comprehension

- Children will take part in focussed guided reading four times per week.
- Children will take part in reading comprehension exercises related to animal topic.
- Listening to and discussing a wide range of genres.

Writing (all to feature SPaG skills below)

- Narrative – story related to a trip into space.
- Instruction – text on how to tie your shoe laces.
- Non-chronological report – based on children’s own research of something related to space.
- Poetry –space poetry featuring: metaphor, onomatopoeia, repetition, emotion, rhyme, alliteration, personification and simile.

Children should be taught to plan, draft and edit each genre of work, either a section or whole piece, in order to improve the quality and accuracy of their work. Feedback in a range of styles will be used (peer, teacher, gallery) to enable this process to be beneficial.

SPaG

- Extending sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Using the present perfect form of verbs in contrast to the past tense.
- Choosing nouns or pronouns appropriately for clarity and cohesion to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause.
- Using commas accurately in lists and after fronted adverbials.
- Using and punctuating speech.
- Using the possessive apostrophe.

Spelling

- Children will continue to work on both year 3 & 4 spelling and high frequency words.

Handwriting

- Children will continue to practice joining their handwriting in cursive form.

Authors

- Tilly & The Time Machine (selected by children).
- David Walliams –Billionaire Boy

**MUSIC:**

Singing for Harvest Festival.  
 Recreate the first moon landing (looking at zero gravity)  
 Gustav Hoist—The Planets Suite, Listen to and respond to the musical elements of each movement

**D&T/ART:**Develop ideas using theme as inspiration  
 Collect information and ideas from a range of sources  
 Comment on artwork using a range of specific visual language  
 Mix colours effectively Focus Artist: Claude Monet