



Respect	Resilience	Pride	Kind and Caring	Optimism	Independence
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From Chariots to Chess

Year Group: Year 4 Teacher: Mrs Mistry Spring Term 1

English	Maths
<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials • using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns, using and punctuating direct speech • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors 	<p>Factor pairs</p> <p>Multiply and divide by 10 and 100</p> <p>Multiply 3 numbers</p> <p>Scaling</p> <p>Correspondence problems</p> <p>Multiply up to a 3 digit number with a 1 digit number</p> <p>Divide up to a 3 digit number by a 1 digit number</p> <p>Divide with exchange and remainders</p>

Expressive Arts	ICT
<p>Craft and Design: Ancient Egyptian Scrolls</p> <p>Exploring Ancient Egyptian art</p> <p>Designing scrolls</p> <p>Making paper</p> <p>Scroll making</p> <p>Making zines</p>	<p>Programming A - Repetition in shapes</p> <p>Programming a screen turtle</p> <p>Programming letters</p> <p>Patterns and repeats</p> <p>Using loops to create shapes</p> <p>Braking things down</p> <p>Creating a program</p>

RE	PSHE
<p>2.4 What kind of world did Jesus want?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’ • Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas 	<p>Diversity and Communities</p> <p>Children will;</p> <ul style="list-style-type: none"> • be able to share some aspects of their identity and, with support, to recognise simple similarities and differences between themselves and others. • recognise and respect difference, and have a basic understanding of stereotyping behaviour and why it should be challenged. • know about some groups in the community, and know who are some of the key people in those groups. • know some examples of the media with which they come into contact. • understand some of the needs of the local environment and, with support, how they can help care for it. • know about the needs of some animals, including how to care for pets.

Topic: History and Geography	Science
<p>Why did the Romans invade and settle in Britain?</p> <p>What was it like to live in Ancient Rome?</p> <p>Why did the Romans invade and settle in Britain?</p> <p>How did Britons respond to the Roman invasion?</p> <p>Why was the Roman army so successful?</p> <p>What do artefacts suggest about the lives of Roman soldiers in Britain?</p> <p>What was the legacy of the Roman Empire in Britain?</p>	<p>Animals including humans</p> <p>Explore the 5 key food groups</p> <p>Learn about the nutrition in the food we eat</p> <p>Learn about the different types of skeletons</p> <p>Learn about the human skeleton</p> <p>Learn about animals and their skeletons</p> <p>Explore the role of muscles</p>

MFL French	Music
<p>The phonemes "ch" and "eau" in French words Colours and introducing the fact that the adjective usually comes after the noun, in French.</p> <p>Descriptions - hair and eye colour The personal pronouns he and she Introducing the idea that adjectives change their spellings according to whether the noun is masculine, feminine, singular or plural.</p>	<p>Rhythm</p> <p>The children will listen and copy rhythmic patterns. Play rhythms confidently while maintaining an appropriate pulse.</p> <p>Demonstrate the difference between pulse and rhythm, through playing an instrument. Create graphic notation to represent rhythm.</p>
PE	Enrichment Activities
<p>Gymnastics</p> <p>To combine travelling. To spin on point. To collaborate with a partner. To create longer sequences of movements, shapes, balances, and rolls. To use different pieces of apparatus and equipment with control and purpose. To perform in front of others</p> <p>Tennis</p> <p>Can watch, track, and catch a tennis ball successfully. To perform a basic forehand action with increasing accuracy. To perform a basic backhand shot with increasing control. To keep a rally going using a range of shots. To hit a ball into space (at different speeds and heights) to try beat an opponent. To compete with others.</p>	