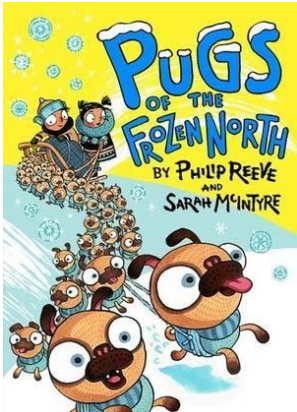


## Year 4 - Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Writing</b>	<p style="text-align: center;"><b>Imaginative Stories</b></p> <p>Read the intriguing story <b>The Hole</b>, by Oyvind Torseter. Children ask and answer questions and use inference skills to speculate about what is happening.</p> <p>Grammar focus: Use the present perfect forms of verbs in contrast to the past tense</p>	<p style="text-align: center;"><b>Imaginative Stories</b></p> <p>They generate powerful vocabulary and revise parts of speech. They then write their own version or a sequel based on the book.</p> <p>Grammar focus: Use adjectives, powerful verbs and adverbs to add description.</p>	<p style="text-align: center;"><b>Biographies</b></p> <p>Children look at how students used to learn both past and present and discuss inventions and imagine what it might be like to go to a school in the future using Hamilton's animated tale – Was it Better Now?</p> <p>Grammar focus: - Use conjunctions, adverbs and prepositions to express time and cause</p>	<p style="text-align: center;"><b>Biographies</b></p> <p>They explore the life of an Islamic artist and write a short imaginative autobiography about their lives now and in the future.</p> <p>Grammar focus: Use fronted adverbials appropriately</p>	<p style="text-align: center;"><b>Image Poems</b></p> <p>A picture is worth a thousand words? Not if you choose those words wisely! Children explore how simile and metaphor can be used to create powerful images, through reading and discussing poems.</p> <p>Grammar focus: Choose nouns appropriately</p>	<p style="text-align: center;"><b>Image Poems</b></p> <p>Photographs, collage and Jeannie Baker's <b>Window</b> inspire children's own image poetry. Children also learn the biography of Jeannie Baker.</p> <p>Grammar focus: Use adverbs appropriately</p>
<b>Maths</b>	<p style="text-align: center;"><b>Place Value</b></p> <p>Children learned how to represent numbers to 1,000 in Year 3 – a concept that will be reinforced in this small step to ensure they have</p>	<p style="text-align: center;"><b>Place value</b></p> <p>The focus of this step is to ensure that children have a secure understanding of place value with 4-digit numbers. Children</p>	<p style="text-align: center;"><b>Place value</b></p> <p>This small step focuses on comparing numbers up to 10,000 using language such as greater/smaller than, less/more than. Once they are confident</p>	<p style="text-align: center;"><b>Place Value</b></p> <p>Building on the previous steps, children round numbers to the nearest 1,000 Children begin by discussing which multiple of 1,000 a number is</p>	<p style="text-align: center;"><b>Addition and Subtraction</b></p> <p>In Year 3, children explored adding and subtracting 1s, 10s and 100s to/from any 3-digit number, including using a mental strategy when crossing a multiple of</p>	<p style="text-align: center;"><b>Addition and Subtraction</b></p> <p>Building on the previous step, children subtract up to 4-digit numbers, with one exchange. In Year 3, children subtracted 2- and 3-digit numbers with up to two</p>

	<p>a sound understanding. This understanding will be important later in the block, as children begin to explore numbers over 1,000</p>	<p>partition a number up to 10,000 by identifying the number of thousands, hundreds, tens and ones. They should give their answers using numerals, words and expanded form</p>	<p>with the language used for comparisons, children progress to using the inequality symbols, and =</p>	<p>closest to. They can then identify that if the digit in the hundreds column is between zero and 4, they round to the previous multiple of 1,000, but if the digit in the hundreds column is 5 or above, they round to the next multiple of 1,000</p>	<p>10 or 100 In this small step, children recap this learning and extend their understanding to dealing with 4-digit numbers and adding and subtracting multiples of 1,000. The focus is on mental rather than written strategies</p>	<p>exchanges. It is important that children complete the formal written method alongside any concrete manipulatives to support understanding.</p>
<b>Science</b>	<b>States of Matter</b>					
	<p>In the States of Matter project, your child will identify and classify solids, liquids and gases. They will learn the properties of solids, liquids and gases and discover that some materials have properties of more than one state. They will learn that particles make up all matter and how their arrangement determines whether the material is a solid, liquid or gas.</p>	<p>They will find that materials can change from one state to another and learn about how materials can change state. They will use thermometers to measure the temperature of water and observe what happens when water changes state. They will investigate melting ice and record their data on graphs. They will also learn about melting and boiling points, researching various materials' melting and boiling points.</p>				
<b>Reading</b>	<p><b>Pugs of the Frozen North</b></p> 					

	<p>This teaching sequence is approximately 6 weeks long if spread out over 30 sessions. The book supports teachers to teach about character development, emotional response and changes of setting in narrative fiction. The narrative structure is carefully crafted and the characters and settings are well drawn, offering young readers a good model for their own story planning and descriptive writing.</p>		
<b>Topic</b>	<h2>Misty Mountain, Winding River</h2>		
	<p>In the Misty Mountain, Winding River project, your child will learn about the characteristics and physical processes of rivers, including how they shape the landscape over time, their significance around the world and the impact of flooding.</p>	<p>They will learn how to use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map, as well as how contour lines are used to show the topography of an area.</p>	
<b>Art &amp; DT</b>	<h2>Vista</h2>		
	<p>This term, our art project, <i>Misty Mountain, Winding River</i>, will inspire children to explore the beauty of landscapes through artistic techniques. Linked to our geography topic on mountains and rivers, this project will teach students how artists create <i>atmosphere, depth, and mood</i> in landscape images using <i>colour, shading, and perspective</i>.</p>	<p>Children will study a range of landscape artwork, experimenting with different artistic techniques to capture the changing tones and textures found in nature. They will explore how <i>light and shadow</i> affect a scene and use a variety of materials to create their own mountain and river-inspired compositions. This project will help develop their observational skills, creativity, and understanding of how art can evoke emotion and tell a story.</p>	
<b>PSHE</b>	<h2>What strengths, skills and interests do we have?</h2>		
	<p>In this unit of work, children will focus on goals and aspirations. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us to succeed.</p>	<p>Children will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for their future employment and personal goals and through this learning, they will consider different jobs and careers. In</p>	<p>Children will also have the opportunity to think about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.</p>

		doing this, we will explore some of the difficulties faced by stereotyping.	
<b>PE</b>	<b>Athletics</b>		
	<p>In Year 4 PE, children will build on their fundamental movement skills through an engaging six-week <i>Athletics</i> unit focused on running, jumping, and throwing. They will begin with <i>The Basics</i>, reinforcing coordination, balance, and agility to prepare for more advanced athletic techniques. In <i>Super Sprinter</i>, they will develop their sprinting speed, reaction times, and running form. <i>Heroic Hurdling</i> will introduce them to proper hurdling techniques, helping them build rhythm, control, and confidence when clearing obstacles. <i>Jumping Animals</i> will focus on explosive power through long jump, high jump, and other dynamic movements. <i>Thorough Throwing</i> will develop accuracy and distance in throwing techniques, while <i>Push Throw Space Mission</i> will challenge students to refine their power and precision in a fun and imaginative way. This unit will not only improve physical fitness but also encourage resilience, goal-setting, and a positive attitude towards competition and personal achievement.</p>		