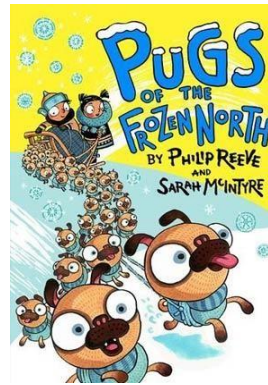


## Year 4 - Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Writing</b>	<p style="text-align: center;"><b>Fantasy</b></p> <p>Over this unit, read the first four chapters How to Train Your Dragon. Children discuss /study setting and format and answer comprehension questions on a part they read themselves. Create character profile.</p> <p>Grammar focus:</p> <ul style="list-style-type: none"> <li>- Use apostrophes correctly to indicate possession</li> </ul>	<p style="text-align: center;"><b>Fantasy</b></p> <p>Cont. reading How to Train Your Dragon. Teach pronouns with PowerPoint. Children replace pronouns in an edited text from the book and create a Wanted Poster.</p> <p>Grammar focus:</p> <p style="text-align: center;">Choose appropriate nouns and pronouns to aid cohesion and avoid repetition</p>	<p style="text-align: center;"><b>Instructions and Explanations</b></p> <p>Children read and discuss instruction features. They investigate instructional language, by giving verbal instructions for secret pictures. They write instructions, predicting the steps of a completed project.</p> <p>Grammar focus:</p> <p style="text-align: center;">Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p style="text-align: center;"><b>Instructions and Explanations</b></p> <p>Children develop their understanding of possessive apostrophes through structured practice. They test their friends, writing quiz cards and then write instructions for drawing, including possessive apostrophes.</p> <p>Grammar focus:</p> <p style="text-align: center;">Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p style="text-align: center;"><b>'It's Raining Cats and Dogs!'</b></p> <p>Read and study haikus, tankas and cinquains recognising the syllabic structure and use of powerful verbs and descriptive language. Study the use of adverbs and adverbials to enhance the poetry.</p> <p>Grammar focus:</p> <ul style="list-style-type: none"> <li>- Use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs</li> </ul>	<p style="text-align: center;"><b>'It's Raining Cats and Dogs!'</b></p> <p>Children write some in traditional style about seasons and nature. They then use computers to manipulate images enhancing the poetry presentation.</p> <p>Grammar focus:</p> <p style="text-align: center;">Understand and use adverbs, adverbials and fronted adverbials.</p>
<b>Maths</b>	<p style="text-align: center;"><b>Addition and Subtraction</b></p> <p>children explore the inverse relationship between addition and</p>	<p style="text-align: center;"><b>Measurement – Area</b></p> <p>In this small step, children encounter area for the first time. They</p>	<p style="text-align: center;"><b>Multiplication and Division A</b></p> <p>Children explore the link between counting in 3s</p>	<p style="text-align: center;"><b>Multiplication and Division A</b></p> <p>In this step, children make links between the</p>	<p style="text-align: center;"><b>Multiplication and Division A</b></p> <p>In this step, children explore the effect of</p>	<p style="text-align: center;"><b>Consolidation</b></p> <p>This provides an opportunity to revisit skills content covered this year. This also</p>

	<p>subtraction. From learning in earlier years, children know that addition and subtraction are inverse operations and they should also be aware that addition is commutative and subtraction is not. Children use inverse operations to check the accuracy of their calculations, rather than simply redoing the same calculation and potentially repeating the same error</p>	<p>learn that area is the amount of space taken up by a two-dimensional shape or surface. They explore different ways of working out the area of a shape, and it is important that children recognise that some ways are better than others.</p>	<p>and the 3 times-table to understand multiples of 3 in a range of contexts. They explore how to recognise if a number is a multiple of 3 by finding its digit sum: if the sum of the digits of a number is a multiple of 3, then the number itself is also a multiple of 3</p>	<p>3, 6 and 9 times-tables to deepen their understanding and embed fluency with these times-tables. This is done by exploring the structure of the times-tables using resources such as arrays and hundred squares, as well as via tasks that require children to reason and explore number facts to look for structural patterns.</p>	<p>multiplying by 1. They notice that when they multiply a number by 1, the result will always be the number itself. This small step also focuses on multiplying by zero. Children learn that when multiplying any number by zero the result is always zero</p>	<p>provides the opportunity to ensure any possible gaps in understanding are addressed before children move on.</p>
<b>Science</b>	<b>Living things and their Habitats</b>					
<b>Reading</b>	<p>This term, our exciting science project will give children the opportunity to explore and investigate <i>living organisms and their environments</i> through hands-on observation and experiments. Children will start by closely examining <i>real aquatic animals</i>, using classification keys to identify different species and anatomical diagrams to understand their unique features. They will work collaboratively to group the animals based on their characteristics, deepening their understanding of biodiversity.</p>		<p>As part of our investigations, children will explore the impact of environmental factors on living things. They will prepare <i>compost samples</i> to test whether earthworms can detect potentially harmful garden chemicals, helping them understand how pollution affects soil health. They will also study <i>pondweed</i> to observe how different pollutants influence plant growth and survival. Finally, they will <i>monitor squirrel feeding habits</i> to determine their food preferences, learning about animal behavior and adaptations. This project will foster curiosity, critical thinking, and scientific enquiry while encouraging children to consider the importance of protecting our natural world.</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.

### Misty Mountain, Winding River

They will have the opportunity to learn about the stages of the water cycle and about mountains and their different formations, studying mountain ranges in the United Kingdom and around the world.

They will also learn about habitats and how human and natural influences can have an impact on the environment.

### Art & DT

### Animal

This term, our art project, *Animals in Art*, is linked to our *Misty Mountain, Winding River* topic and will explore the historical and cultural significance of animals in artwork. Throughout the project, children will study how animals have been represented in different artistic styles across cultures and time periods.

They will develop their observational skills through *sketching*, learning to capture the visual qualities and characteristics of various animals. They will also experiment with *printmaking* techniques to create bold and detailed animal-inspired designs. Finally, they will apply their creativity to *clay modelling*, sculpting their own animal forms using shaping and texturing techniques. This hands-on project will encourage artistic

			expression, develop fine motor skills, and deepen their appreciation for the role of animals in art and culture.
<b>PSHE</b>	<b>How do we treat each other with respect?</b>		
	This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference.	In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means.	They also learn about the importance of being tolerant of differences within their society.
<b>PE</b>	<b>Tag Rugby</b>		
	In Year 4 PE, children will develop their skills in <i>Tag Rugby</i> through an exciting six-week unit focused on teamwork, agility, and tactical play. They will start with <i>Throwing and Catching</i> , refining their passing accuracy and coordination. In <i>Moving and Dodging</i> , they will practice speed and agility to evade defenders and create space. <i>Tagging</i> will introduce defensive techniques, teaching them how to safely remove an opponent's tag. <i>Intercepting</i> will develop their awareness and quick decision-making as they anticipate passes and disrupt play. In <i>Attacking and Defending Tactics</i> , they will learn strategies for teamwork, positioning, and scoring opportunities. Finally, in <i>Gameplay</i> , they will apply all their skills in structured matches, promoting confidence, cooperation, and sportsmanship. This unit will help improve their fitness, resilience, and love for the game while reinforcing key values such as teamwork and fair play.		