



**Breadth:**

**As Writers:**

- Use the main features of a type of writing. This term's focus is on writing poetry and non-chronological reports.
- Include clear devices to inform and entertain within their writing.
- Use organisational devices.
- Use a mixture of simple, compound and complex sentences.
- Write in a formal style.
- Understand, identify and use poetic devices.
- Extend the range of sentences with more than one clause by using a wider range of conjunctions.
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Write sentences that include conjunctions, adverbs and clauses.
- Plan, write, edit and improve.

**Texts:** Rivers by Simon Chapman  
A River by Marc Martin.

**Class Reader:** Christmasaurus by Tom Fletcher

**As Readers:**

- Develop positive attitudes to reading, and an understanding of what has been read.
- Listen to and discuss a wide range of fiction; in this instance fiction translated into English from Icelandic.
- Read books that are structured in different ways and read for a range of purposes.
- Use dictionaries to check the meaning of words that have been read.
- Discuss words and phrases that capture the reader's interest and imagination.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than 1 paragraph and summarise these.
- Identify how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.

**Text:** The Story of the Blue Planet by Andri Snær Magnason.

**As Mathematicians:**

**Focus on all times tables and fluency of these facts.**

**Plus:**

**Addition and Subtraction**

- Add up to 4-digit numbers, without exchange, with one exchange and with more than one exchange.
- Estimate answers and checking strategies.

**Multiplication and Division**

- Multiples of 3, 6 and 9.
- Multiply and divide by 6 and 9.
- Times table and division facts.
- Multiply and divide by 7.
- Multiply and divide by 1 and 0.
- Divide a number by one and itself.
- Multiply three numbers.

**Area**

- Work out the area of a shape.
- Explore and make rectilinear shapes.
- Compare the areas of rectilinear shapes.

**As Scientists:**

- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.

**Sound**

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.

	<p><b>Class Reader:</b> Christmasaurus by Tom Fletcher</p>		<ul style="list-style-type: none"> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>
<p><b>As Geographers:</b>  <b>Focus on identifying mountainous in an atlas, and recognising their characteristics.</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital mapping to locate mountain ranges in Europe.</li> <li>Name the different types of mountains and identify their features.</li> <li>Describe and understand key aspects of physical geography including rivers and mountains.</li> <li>Describe and understand key aspects of human geography including how humans have had an impact of the world's mountains and rivers. As well as how we use them to live our lives.</li> <li>Understand and recall the journey of a river.</li> </ul>	<p><b>Religious Education:</b>  <b>Christianity</b></p> <ul style="list-style-type: none"> <li>Understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</li> </ul>	<p><b>As Computer Experts:</b>  <b>Creating media - Audio production</b></p> <ul style="list-style-type: none"> <li>Identify that sound can be recorded.</li> <li>Explain that audio recordings can be edited.</li> <li>Recognise the different parts of creating a podcast project.</li> <li>Apply audio editing skills independently.</li> <li>Combine audio to enhance my podcast project.</li> <li>Evaluate the effective use of audio.</li> </ul>	<p><b>As Musicians:</b></p> <ul style="list-style-type: none"> <li>Sing from memory with accurate pitch.</li> <li>Sing in tune.</li> <li>Maintain a simple part within a group.</li> <li>Pronounce words within a song clearly.</li> <li>Compose and perform melodic songs.</li> <li>Create accompaniments for tunes.</li> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes</li> </ul>
<p><b>As Citizens (PSHCE):</b>  <b>Celebrating difference:</b></p> <ul style="list-style-type: none"> <li>Understand that, sometimes, we make assumptions based on what people look like.</li> <li>Know how to help if someone is being bullied.</li> <li>Identify what is special about me and value the ways in which I am unique.</li> </ul>			
<p><b>As artists:</b></p> <ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Comment on artworks using visual language.</li> <li>Create and combine shapes to create recognisable forms.</li> <li>Adapt and refine ideas as they progress.</li> <li>Select and arrange materials for a striking effect.</li> <li>Create original pieces that are influenced by studies of others.</li> <li>Add materials to provide interesting detail.</li> </ul>	<p><b>Being physically active:</b></p> <ul style="list-style-type: none"> <li>Throw and catch with control and accuracy.</li> <li>Strike a ball and field with control.</li> <li>Choose appropriate tactics to cause problems for the opposition.</li> <li>Follow the rules of the game and play fairly.</li> <li>Adapt strategies and tactics.</li> <li>Pass to team mates at appropriate times.</li> </ul>		

**Key Vocabulary:**

Source, remote, traversing, estuary, mountain ranges, peak, boundary, summit, extends, commercial.

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	What is the tallest mountain in the world? Where is the longest river in the world? Who was the first person to climb a high mountain range? What are the different types of mountains? What are the stages of the journey of a river? When did we learn to plot maps which included mountains and rivers?	Explore the sources of evidence that help geographers understand mountains and rivers. Know how mountains are formed and the features of different mountains. Understand how rivers can be formed. Understand the impact rivers have on communities and how people have used them in the past and in the present.	To consider what is important when people have different opinions. How to create a community which is harmonious - respecting others' beliefs and opinions. Aspire to live in a peaceful world. Aspire to explore the changing landscape of Britain. Aspire to pursue a career in geology or geography.

<b>Home learning:</b>	Year 4 homework for this term will be the following: <ul style="list-style-type: none"> <li>• Weekly logging into Spelling Shed to practise the weekly spellings - 3 games to unlock other games.</li> <li>• Weekly logging into Times Tables Rockstars - 15 minutes to release other games. <b>This is really important as children will be sitting the Government times tables assessment in the summer term. Please visit <a href="https://www.timestables.co.uk">Multiplication Tables Check - Timestables.co.uk</a> for an online version which will be very similar to the actual assessment.</b></li> <li>• Reading- recorded into the reading diary to be entered into the readers raffle every Friday and Key Stage 2 readers raffle at the end of term. 4 reads = 1 raffle ticket, and 5 reads = 2 raffle tickets.</li> <li>• Two pieces to be chosen from the homework menu, to be handed in on Friday 15<sup>th</sup> December 2023.</li> </ul>
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