

Communication

Literacy

Reading – Word Reading

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – Comprehension

- retrieve, record and present information from non-fiction
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing -Transcription

Spelling:

- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting: increase the legibility, consistency and quality

Writing – Composition

- Plan their own writing - using vocabulary provided
- draft and write by: composing and rehearsing sentences orally
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Writing –Vocabulary, grammar and punctuation
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Using fronted adverbials

Maths

Place Value -

- count in multiples of 6, 7, 9, 25 and 1000
- 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, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Addition and Subtraction –

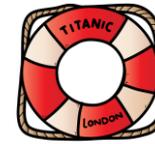
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and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

ABANDON SHIP

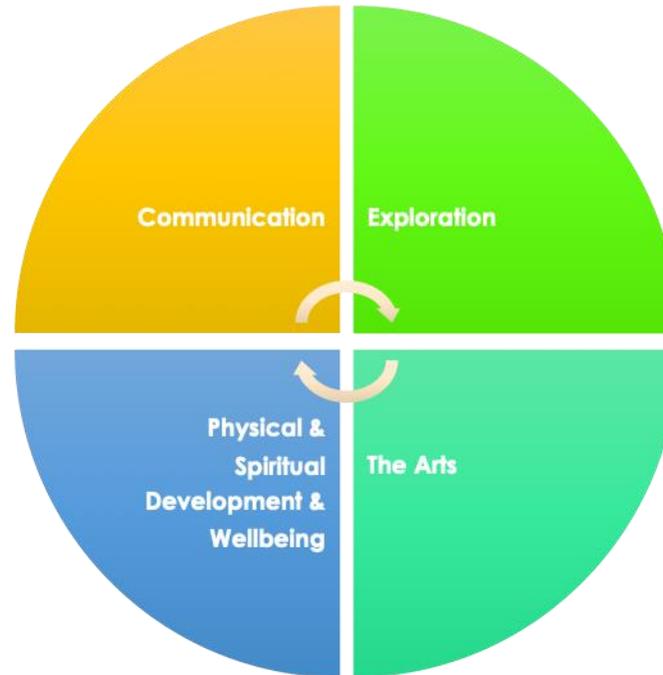
TITANIC

YEAR FOUR

AUTUMN TERM 1 2019/2020



Curriculum Objectives



Physical & Spiritual Development & Wellbeing

PE

Netball

Demonstrate a variety of passes with control and perform them in different situations. Select tactics to prevent the ball being intercepted. Play confidently in small-sided games.

Dance

Learn and perform extended pieces of movement that are performed with fluidity and rhythm. Create small sequences of movement in groups.

PSHCE

understand how other people feel when they are faced with difficult situations like moving houses, cities and countries.

Exploration

Science

States of Matter

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

History

- Develop a chronologically secure knowledge and understanding of Britain by learning about world disasters (Titanic).
- The study of the Titanic and the link with British history (Edwardian Era).

Geography

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and ocean.
- identify the position and significance of latitudes and longitudes.

Computing

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

The Arts

Art and Design

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history

Music

- use their voices and play musical instruments with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds
- understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.