**Year 4 Autumn 1**Our Magical City



**English**

**English texts: Oliver Twist**

**Year 4 writing assessment objectives:**

Persuasive letter

Discussion text

use present/ tense verb forms mostly correctly

write for both fictional and non-fictional purposes, with a growing awareness of the reader

use a range of co-ordinating and subordinating conjunctions

use fronted adverbials

use present, past, progressive and perfect tense verb forms accurately

(full stops,

capital letters, question marks, exclamation marks,

use commas after fronted adverbials and with a reported clause

maintain Standard English forms correctly, e.g. I was (not I were), should have (not should of),

ours (not ares),

spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct

form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4)

produce legible joined handwriting

make simple additions, revisions and proof-reading corrections to their own writing

**History**

**National Curriculum objectives**

A local history study.

**Progression in skills objectives**

Look at the evidence available

Begin to evaluate the usefulness of different sources

Offer a reasonable explanation for some events

Use text books and historical knowledge

**Maths**

**National Curriculum objectives**

* Pupils should be taught to
* To count in hundreds and twenty-fives
* To count in thousands, hundreds, tens and ones.
* To use an understanding of place value to count.
* To understand place value in a 4-digit number.
* To compare and order 4-digit numbers.
* To make number patterns (100, 10, 1 more and less
* To make number patterns (4-digit numbers).
* To round numbers to the nearest 1000, 10 and 100.
* To find totals and sums.
* To add without renaming.
* To add with renaming (in hundreds, tens and ones).
* To add using mental strategies (making tens, hundreds and thousands).
* To find the difference
* To subtract without renaming (column subtraction).
* To subtract with Renaming To subtract with renaming (in hundreds, tens and ones).
* To subtract with renaming (in hundreds, tens and ones).
* To subtract using mental strategies
* To solve addition and subtraction word problems
* To solve word problems (addition and subtraction).
* To solve multi-step word problems.

**Progression in skills objectives**

Number and place value - numbers to 10 000

Calculation - addition and subtraction within 10 000

**Science**

**National Curriculum objectives**

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

**Progression in skills objectives**

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 differences, similarities or changes related to simple scientific ideas and processes

Use straightforward scientific evidence to answer questions or to support his/her findings

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

**Spanish**

**National Curriculum objectives**
Listen attentively to spoken language and show understanding by joining in and responding

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Describe people, places, things and actions orally

Understand basic grammar appropriate to the language being studied, including feminine and masculine forms

**Progression in skills objectives**

Listen to and follow a short story

Listen for specific words and phrases

Listen to and join a singing a Spanish song

Pronounce some words accurately

Ask and answer questions

Follow a short text as it is read aloud and demonstrate understanding of the text through drawing

Follow a story using visual clues

Scan a text to identify key words

Recognise some letters of the alphabet

Identify adjectives in a text and recognise that they can change spellings

Understand all nouns have a gender

**Art**

**National Curriculum objectives**Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Pupils should be taught:
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

**Progression in skills objectives**

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes

Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.

Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Collect images and information independently in a sketchbook.

Use research to inspire drawings from memory and imagination.

Adapt their work according to their views and describe how they might develop it further.

Make informed choices in drawing inc. paper and media.

Alter and refine drawings and describe changes using art vocabulary.

Explore relationships between line and tone, pattern and shape, line and texture.

**PSHE**

**National Curriculum objectives**

To value the different contributions that people and groups make to the community**.**

**Progression in skills objectives**

To value the different contributions that people and groups make to the community.

**Computing**

**National Curriculum objectives**

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

**Progression in skills objectives**

Understand the composition of a range of programs by decomposing them into their key components.

Debug one instance of pre-written code with deliberate mistakes.

**National Curriculum objectives**

play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis], and apply basic principles suitable for attacking and defending

compare their performances with previous ones and demonstrate improvement to achieve their personal best

use running, jumping, throwing and catching in isolation and in combination

**Progression in skills objectives**

Vary skills, actions and ideas and link these in ways that suit the games activity.

Shows confidence in using ball skills in various ways, and can link these together.

*e.g. dribbling, bouncing, kicking*

Uses skills with co-ordination, control and fluency.

Takes part in competitive games with a strong understanding of tactics and composition.

Can create their own games using knowledge and skills.

Works well in a group to develop various games.

Compares and comments on skills to support creation of new games.

Can make suggestions as to what resources can be used to differentiate a game.

Apply basic skills for attacking and defending.

Uses running, jumping, throwing and catching in isolation and combination.

**Oracy**

**National Curriculum objectives**

Listen and respond appropriately to adults and their peers

**Progression in skills objectives**

Listen to information, work out which elements are key and make relevant, related comments e.g. ‘So we need to go home and ask people of different ages what telly was like when they were young and work out how things have changed. I can ask my granny, my dad and my big sister.’

Infer meanings, reasons and make predictions e.g. ‘Now, Class 4, I’m going to count to 10’ – i.e. ‘Mrs Jones is getting cross, we need to listen.’

**RE**

**Judaism**

**Progression in Skills**

Give examples of agreements and contracts and explain how I would feel if one was broken.

Tell you an affirmation/promise I would like to make.

Start to explain what makes Jewish people believe they have a special relationship with God.

Tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.