

Year 4 – Sparks might fly! - Autumn 1

Literacy – Writing

Poems which explore form

- Read, listen to and discuss a wide range of poems that explore different forms, including free verse, shape poems, list poems and patterned verse
- Identify and orally rehearse key structural features such as line length, rhyme, rhythm, repetition and stanza organisation
- Develop rich vocabulary through magpieing effective words and phrases from model poems during the imitation phase
- Innovate on familiar poetic forms by altering structure, language choices or themes while maintaining key features
- Independently compose and perform a poem that demonstrates understanding of poetic form, effective word choice and a clear intended impact on the reader

Persuasive writing (adverts)

- Explore a range of persuasive texts, particularly adverts, to identify their purpose, audience and key language features
- Analyse and orally rehearse persuasive techniques such as emotive language, alliteration, slogans, exaggeration, rhetorical questions and command sentences
- Use shared and guided writing to develop sentence structures, including expanded noun phrases, fronted adverbials and cohesive devices
- Innovate by adapting a model advert to suit a different product or audience
- Independently write a persuasive advert that is clearly structured, uses persuasive language effectively and applies accurate spelling, punctuation and grammar

First person diary entries

- Read and analyse diary entries to identify first-person perspective, past tense, chronological structure and emotive vocabulary
- Use drama, hot-seating and role play to deepen understanding of character thoughts, feelings and motivations
- Orally rehearse diary entries using story maps and boxing-up to organise

Maths

Place Value

- Read, write, order and compare numbers to at least 10,000, using numerals and words
- Recognise the value of each digit in four-digit numbers and partition numbers in a range of ways
- Use number lines, place value counters and other concrete and pictorial representations to support understanding
- Round numbers to the nearest 10, 100 and 1,000
- Apply place value knowledge to solve reasoning and problem-solving questions in real-life contexts

Number- Addition and Subtraction

- Add and subtract numbers with up to four digits using efficient written methods, including exchanging where required
- Use mental strategies to add and subtract multiples of 10, 100 and 1,000
- Estimate answers and check calculations using inverse operations
- Solve one-step and two-step problems involving addition and subtraction, choosing appropriate methods
- Explain strategies clearly using accurate mathematical language and representations

Area

- Understand area as the measure of the space inside a shape
- Measure and calculate area by counting squares using standard units
- Calculate the area of rectangles using multiplication (length $\times$ width)
- Compare the area of different shapes and justify answers
- Apply understanding of area to practical and reasoning-based problems

Multiplication and Division

- Recall and use multiplication and division facts for times tables up to 12×12
- Multiply two-digit numbers by one-digit numbers using formal written methods

ideas clearly ▪ Innovate by retelling events from a familiar narrative or historical context in the first person ▪ Independently write a diary entry that conveys viewpoint and emotion, uses paragraphs appropriately and maintains tense and person consistently <u>Critical analysis of narrative poetry</u> ▪ Read and explore a range of narrative poems, focusing on character development, plot progression and underlying themes ▪ Discuss and evaluate how poets use language, imagery and structure to create mood and meaning ▪ Use talk partners and sentence stems to rehearse evaluative language and justify opinions with evidence from the text ▪ Develop the use of subject-specific vocabulary, including terms such as narrator, imagery, rhythm and theme ▪ Write a short analytical response that explains how specific language and structural choices affect the reader, using quotations or examples from the poem to support ideas <u>Literacy – Read aloud</u> <u>The Queen’s Nose</u> ▪ Listen attentively to an extended narrative read aloud, maintaining focus and engagement over increasing periods of time ▪ Demonstrate understanding of plot, characters and settings through discussion, prediction and summarising key events ▪ Identify how the author uses language and humour to create character and drive the story forward ▪ Make inferences about characters’ thoughts, feelings and motivations, justifying ideas with evidence from the text ▪ Participate in structured discussions, building on others’ ideas and using appropriate vocabulary ▪ Respond orally to the text by expressing opinions, asking relevant questions and making links to personal experience or other texts	▪ Divide two-digit numbers by one-digit numbers, including remainders where appropriate ▪ Use arrays, bar models and number lines to represent multiplication and division ▪ Solve problems involving scaling and correspondence, explaining reasoning clearly <u>Guided Reading</u> <u>Orangutans / Spiders</u> ▪ Retrieve key facts and information from non-fiction texts, using headings, subheadings and diagrams ▪ Identify the main ideas within paragraphs and summarise information succinctly ▪ Use subject-specific vocabulary accurately when discussing animals and habitats ▪ Make comparisons between texts, noting similarities and differences in content and presentation ▪ Ask and answer questions to deepen understanding, referring directly to the text for evidence <u>Save Our Forests/Goliath</u> ▪ Identify key events and explain how the plot develops across the text ▪ Make inferences about characters’ thoughts, feelings and motivations, justifying ideas with evidence ▪ Explore themes such as responsibility and environmental protection through discussion ▪ Predict future events based on clues in the text and prior knowledge ▪ Explain how language choices contribute to mood and meaning <u>The Bronze Age/Stone Age</u> ▪ Retrieve and record historical information from non-fiction texts ▪ Identify cause and effect relationships within historical explanations ▪ Use organisational features to locate information efficiently ▪ Compare different historical periods, drawing on evidence from the text
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<u>The Raven</u> - Listen to a classic narrative poem read aloud, focusing on rhythm, rhyme and performance - Identify the poem's narrative structure, including setting, key events and the role of the narrator - Explore how language choices, repetition and sound patterns contribute to mood and atmosphere - Make inferences about themes and emotions, discussing how the poem creates tension and suspense - Use talk to rehearse responses, explaining viewpoints clearly and supporting ideas with examples from the poem - Develop confidence in responding to challenging vocabulary and complex imagery through guided discussion		- Use discussion to clarify understanding of unfamiliar concepts and vocabulary <u>Should the Beast Be Sentenced for Kidnapping</u> - Identify viewpoints and arguments presented within the text - Infer characters' motives and evaluate their actions using evidence - Distinguish between fact, opinion and justification within a fictional debate - Use evaluative language to agree or disagree with ideas presented - Participate in structured discussion, building and responding thoughtfully to others' points <u>Headless Horseman of Staffordshire</u> - Identify features of a suspenseful narrative, including setting, tension and atmosphere - Make inferences about characters' reactions and emotions, supported by textual evidence - Explore how descriptive language and imagery create mood - Summarise key events while maintaining the overall meaning of the text - Express personal responses to the story, explaining preferences and opinions clearly	
<u>Science</u> <u>Electricity—series circuits, switches, conductors and insulators</u> - Identify common electrical appliances and components, including cells, wires, bulbs, buzzers and switches - Construct simple series circuits, naming and describing the function of each component - Recognise that a complete circuit is needed for electricity to flow and explain why circuits sometimes fail	<u>Physical Education</u> <u>Netball</u> - Develop control and accuracy when passing and receiving the ball using appropriate netball techniques - Use movement skills such as dodging, changing direction and finding space to support teammates - Understand and apply basic netball rules, including footwork, passing restrictions and scoring - Begin to use simple tactics, such as	<u>Religious Education</u> <u>Sikhism</u> <u>How do Sikhs express their beliefs and values?</u> - Explore key Sikh beliefs, including belief in one God (Ik Onkar) and the importance of equality and service - Learn about the life and teachings of Guru Nanak and their influence on Sikh beliefs and values today - Identify how Sikhs express their beliefs through daily practices, including prayer, meditation and	<u>PSHE</u> <u>Me and My Relationships</u> - Understand that relationships can change over time and that this can bring different feelings - Identify the characteristics of healthy friendships, including trust, honesty, kindness and respect - Recognise unhealthy behaviours in friendships (e.g. exclusion, bullying, pressure) and understand how these can affect feelings and wellbeing

- Investigate the effect of adding or removing components (e.g. bulbs or switches) in a series circuit - Identify and classify materials as conductors or insulators, explaining how this affects their use - Use simple switches to control electrical circuits and explain their purpose - Make predictions, carry out fair tests and record observations using tables and labelled diagrams - Use scientific vocabulary accurately, including circuit, component, conductor, insulator, switch and cell - Draw conclusions from investigations and explain findings using evidence - Work safely and responsibly when handling electrical components	- marking opponents and intercepting passes - Communicate effectively with teammates to support play and decision-making - Apply attacking and defending skills in small-sided games - Demonstrate fair play, respect and cooperation during competitive activities <u>Invasion Games—On the Attack</u> - Develop attacking skills including passing, moving into space and maintaining possession - Make simple tactical decisions about when to pass, move or shoot - Work collaboratively to create and exploit space when attacking - Apply attacking principles across a range of invasion games - Improve speed, agility and coordination through game-based activities - Evaluate performance, identifying what worked well and what could be improved - Show perseverance, confidence and a positive attitude when faced with challenge	reading from the Guru Granth Sahib - Understand the significance of the Gurdwara as a place of worship and community - Explore how Sikh values are shown through actions, including seva (selfless service) and participation in langar - Learn about the Five Ks and explain how they represent commitment, identity and belief - Make connections between Sikh teachings and values such as honesty, compassion and equality - Ask and respond to thoughtful questions about how beliefs influence behaviour and community life - Reflect on similarities and differences between Sikh values and pupils' own experiences and values, showing respect for different viewpoints	- Develop skills for effective communication, including active listening, expressing feelings appropriately and using assertive language - Learn and practise strategies for resolving conflict, such as compromise, negotiation and knowing when to seek help - Understand the importance of personal boundaries and recognise that everyone has the right to feel safe and respected - Explore the concept of peer pressure and rehearse strategies for making safe, positive and independent choices - Identify trusted adults and services who can provide support when worries or concerns arise - Show empathy and respect for differences between people, including family structures, opinions, cultures and abilities
<u>MFL-French</u> <u>The Calendar (Days, months, date)</u>	<u>Computing</u> <u>Coding</u>	<u>Music</u>	

▪ Listen attentively to spoken French words and phrases for days of the week, months of the year and dates ▪ Pronounce days and months accurately, recognising and using key sounds and patterns in French ▪ Ask and answer simple questions about the date (e.g. Quel jour sommes-nous ? / Quelle est la date ?) ▪ Read and understand familiar calendar-related words and short phrases ▪ Write simple words and phrases to give the day, month and date, using modelled language ▪ Use repetition, songs and games to build confidence and memory of new vocabulary <u>Colours, Emotions and Numbers 0–20</u> ▪ Recognise, understand and say numbers from 0 to 20 with increasing accuracy and fluency ▪ Identify and name a range of colours in French, using correct pronunciation ▪ Learn and use vocabulary to express emotions and feelings (e.g. content, triste, fatigué) ▪ Use simple sentence structures to describe objects, feelings or	▪ Understand and use sequence, selection and repetition within a block-based programming environment ▪ Create, edit and debug programs to achieve specific goals, identifying and correcting errors independently ▪ Use variables and timers to control events and outcomes within a program ▪ Design programs that respond to user input, including key presses and on-screen interactions ▪ Predict the behaviour of simple programs and explain how changes to code affect outcomes ▪ Develop logical thinking by planning algorithms using flowcharts or step-by-step instructions ▪ Use correct computing vocabulary such as algorithm, variable, loop, debug and command ▪ Evaluate completed programs, suggesting improvements and reflecting on effectiveness <u>Making music</u> ▪ Explore how digital tools can be used to create, edit and combine sounds ▪ Compose simple pieces of music	<u>This Little Light of Mine</u> ▪ Learn to sing the song confidently, maintaining a steady pulse and accurate pitch ▪ Use clear diction, appropriate dynamics and expression to enhance performance ▪ Explore how tempo and volume can be changed to reflect mood and meaning ▪ Identify musical elements within the song, including rhythm, melody and structure ▪ Perform as part of a group, showing awareness of others through listening and responding ▪ Create simple rhythmic or melodic accompaniments using voices or classroom instruments ▪ Improvise and compose short musical phrases inspired by the song's structure and theme ▪ Listen and respond to different versions of the song, discussing similarities and differences ▪ Use musical vocabulary (e.g.	
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quantities (e.g. J'ai deux crayons rouges) ▪ Join in with songs, chants and short-spoken activities to practise vocabulary and sentence patterns ▪ Read and match words to pictures and meanings, developing confidence with written French ▪ Begin to write short phrases using familiar vocabulary and correct word order	using digital instruments and sequencers ▪ Experiment with tempo, rhythm and pitch to achieve different effects ▪ Select and organise sounds purposefully to match a given theme or mood ▪ Evaluate digital compositions, identifying strengths and areas for development ▪ Use appropriate terminology such as tempo, rhythm, loop and track when discussing work ▪ Save, retrieve and refine work independently, demonstrating good digital organisation skills	pulse, rhythm, tempo, dynamics) when describing music ▪ Reflect on performances, identifying strengths and suggesting simple improvements	
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