

LITERACY

Story

Descriptive piece

Non-chronological report

Plan their writing by:

-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
-discussing and recording ideas

Draft and write by:

-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)
-organising paragraphs around a theme in narratives, creating settings, characters and plot
-in non-narrative material, using simple organisational devices

Evaluate and edit by:

-assessing the effectiveness of their own and others' writing and suggesting improvements
-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
-proofread for spelling and punctuation errors
-read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

****Grammar, spelling, target work and guided reading/comprehension will be taught in addition to the above.**

History & Geography

The Stone Age – Iron Age

Timeline

Hunters & Gatherers

Neolithic farming & changes

Geography -Settlements – why places were chosen Neolithic art

- ♣ changes in Britain from the Stone Age to the Iron Age Examples (non-statutory)
This could include: ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture
Use maps, atlases, internet to locate places

PE

Hockey

-use running, jumping, throwing and catching in isolation and in combination
-develop flexibility, strength, technique, control and balance
-compare their performances with previous ones and demonstrate improvement to achieve their personal best.

SAQ

- develop flexibility, strength, technique, control and balance

Coatham CE Primary School The Stone Age-Iron Age Medium term Planning – Autumn 1 – Year 4 September - October 2021

SCIENCE –States of Electricity Content

Working scientifically (KS2 WS)

1. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
2. taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
3. recording results using scientific diagrams and labels
4. Using test results to make predictions to set up further comparative and fair tests
5. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
6. identifying scientific evidence that has been used to support or refute ideas or arguments

Electricity

7. -identify common appliances that run on electricity
8. - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
9. -identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
10. -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
11. -recognise some common conductors and insulators, and associate metals with being good conductors.

Art & Design Technology Cave art and Petrie crowns (DT)

-To explain how art changed over time in prehistory.
-To discuss the nature of art.
-To use a range of materials to create own example of cave art.
- To make art inspired by Ice Age art.
- To make some sculpture inspired by Neolithic art.
- To use joining techniques.

RSHE

Caring Friendships Respectful Relationships

Caring Friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

NUMERACY

Number, addition & subtraction

-count in multiples of 6, 7, 9, 25 and 1,000
-find 1,000 more or less than a given number
-count backwards through 0 to include negative numbers
-recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)
-order and compare numbers beyond 1,000
-identify, represent and estimate numbers using different representations
-round any number to the nearest 10, 100 or 1,000
-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 0 and place value.
-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.

COMPUTING

Coding (Purple Mash)

design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

RE

What do religions say about the environment?

-to know and understand the views taken by different religions about the environment.
-to understand the impact of buying fair trade food in order to help the environment by encouraging sustainable development.
-to understand why people choose to buy fair trade food.

Music

Charanga – Mamma Mia

- To know five songs from memory and who sang them or wrote them.
-To know the style of the five songs.
-To choose one song and be able to talk about it.
-Talk about the music and how it makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.