
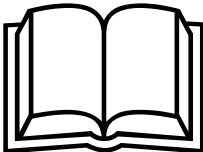
















## Deanery C.E. Primary School

Programme of Work in Year 4  
AUTUMN TERM 2017

English and Maths are taught following the Renewed Primary Framework. The aim of the Primary Framework for literacy and mathematics is to support and increase all children's access to excellent teaching, leading to exciting and successful learning.

<p>English</p>  	<p><b>READING</b> The reading curriculum in Year 4 is based on a wide range of high-quality fiction, poetry and non-fiction and provides opportunities for children to apply their developing reading skills. Children are also given opportunities to choose their own books and other reading materials to develop personal tastes in text-types and authors. The Year 4 reader needs to develop the ability to use a range of resources to find information and answers to questions, deciding which are helpful and which to put aside.</p> <p><b>WRITING</b> Narrative writing develops both in length and in structure, using good models from personal reading and stories read aloud. Children should begin to organise work into paragraphs. Learners should be increasingly using ambitious vocabulary and varied sentence construction to engage the reader.</p> <p><b>Narrative:</b> Stories with historical settings. <b>Non Fiction:</b> Information texts: Non chronological reports. <b>Poetry:</b> Alliteration, counting syllables, repetition, rhyme.</p> <p><b>BIG WRITING</b> This weekly session will develop the 4 generic targets in writing: Vocabulary, Connectives, Openings and Punctuation.</p> <p><b>SPELLING</b> Year 4 spelling is marked by increasing accuracy of high frequency and phonically regular words and the ability to apply a range of strategies to unfamiliar words.</p> <p><b>HANDWRITING</b> Children will be taught to use a neat, joined and legible handwriting style, both in dedicated practice sessions and consistently across the curriculum.</p>
<p>Mathematical Development</p> 	<p>In Year 4, children solve increasingly complex word problems. They identify the operations to use, record them using symbols in number sentences and talk about their methods and their solutions.</p> <p>Most children learn how mathematics is used to represent real-life problems. Links to other curriculum areas and to out-of-school contexts demonstrate the role of mathematics as an important and valuable problem solving tool.</p> <p>Year 4 children derive and recall addition and subtraction facts using single, 2 and 3 digit numbers.</p> <p>At the beginning of the year there is a big focus on place value.</p> <p>Children recall multiplication tables to <math>10 \times 10</math> and derive the associated division facts.</p> <p>Teachers introduce children to the use of a calculator to check their own work.</p> <p>Children are encouraged to use and develop the language of shape, direction and position through art.</p> <p>They read times, interpret and calculate time intervals.</p>
<p>Science</p> 	<p><b><u>All living things</u></b> Children will identify a variety of living things in the local and wider environment. They will use classification keys and give reasons for classifying plants and animals based on their characteristics. Children will also recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><b><u>Animals including humans</u></b> In this unit children learn about the functions of organs within the bodies of animals and humans, including how different parts of the digestive system helps to break down food.</p>

<p>R.E.</p>  	<p>Year 4 lead the Harvest Festival</p> <p>There are two main strands to R.E. in the Autumn Term. The first is Sikhism where children will learn about the concept of identity.</p> <p>In the second strand the children will explore the symbolism of Light. There will be a main focus on the use and representation of candles.</p>
<p>P.E.</p>  	<p>Gymnastics – Children will use a variety of body parts for supporting balance. They will create and perform sequences combining balance as individuals, partners and in groups. In Autumn 2 the children will develop various ways of travelling from rolling to changing direction and height.</p> <p>Invasion Games Cross link with Hockey and Handball– Children will develop simple tactics using a range of equipment and skills. They will learn about the role of ‘defence’ and ‘attack’.</p> <p>Dance – Children will learn and develop the 5 principles of Dance: turn, jump, travel, gesture and balance. This will be linked to our topic Treasure/Explorers.</p>
<p>I.C.T.</p> 	<p>We are Software Developers – Children will use Scratch to design and create an educational game for a clear target audience in mind.</p> <p>We are Toy Designers – Children will design a simple toy that incorporates sensors and outputs to then pitch their idea to a Dragons’ Den style panel.</p>
<p>P.S.H.E.</p>  	<p>Children will continue working through their “Values Journal” via the Dot Com scheme. Within this first term, children will cover topics on valuing themselves as well as others, identifying similarities and differences in feelings and emotions.</p>
<p>Music</p>	<p>The school uses ‘Charanga’, which will introduce the first unit of work ‘Mamma Mia’. All of the learning is focused around the song ‘Mamma Mia’. The children will explore the interrelated dimensions of music, such as pulse, rhythm and pitch. Singing and playing instruments are all linked.</p>
<p>CC</p> <p>(Creative Curriculum)</p>  	<p><b>Anglo-Saxons</b></p> <p><b>IN HISTORY:</b></p> <ul style="list-style-type: none"> <li>• Why people invaded and settled in Britain</li> <li>• The daily lives and routines of people living in the Saxon period</li> <li>• How we know about events that have happened in the past</li> <li>• Why place names have derived from the Anglo-Saxon era</li> </ul> <p><b>IN GEOGRAPHY:</b></p> <ul style="list-style-type: none"> <li>• Where the Anglo-Saxons came from</li> <li>• Why the Anglo-Saxons chose to settle in particular areas in Britain</li> </ul> <p><b>IN ART:</b></p> <ul style="list-style-type: none"> <li>• Stone carvings and artefacts from the Anglo-Saxon period</li> </ul> <p><b>IN DESIGN TECHNOLOGY:</b></p> <ul style="list-style-type: none"> <li>• Designing and making scaled models using nets</li> <li>• Different materials and their suitability for building</li> <li>• Ways to join different materials together</li> </ul> <p><b>Treasure</b></p> <p><b>IN HISTORY:</b></p> <ul style="list-style-type: none"> <li>• Treasure that was found from Anglo-Saxon times</li> </ul> <p><b>IN GEOGRAPHY:</b></p> <ul style="list-style-type: none"> <li>• Map reading skills to find treasure ourselves</li> <li>• Where Saxon treasure has been found</li> </ul> <p><b>IN ART:</b></p> <ul style="list-style-type: none"> <li>• Making observational sketches of famous treasure troves</li> <li>• Clay sculpture</li> </ul>
<p>Homework</p> 	<p>There will be a weekly spelling test. Children should aim to read for 15 minutes each night. English homework each week will be completed in Homework Target Books and will either be a piece of comprehension, spelling, punctuation and grammar practice or to produce a piece of writing based on their 2 English targets. Children will complete one project per year – during this time, project work will replace the weekly homework book. There is also a maths based activity each week, completed electronically using My Maths. There will be a maths homework question set each day in the children’s</p>

	homework diary. This will consolidate the day's learning and needs to be completed for the next day.
--	--