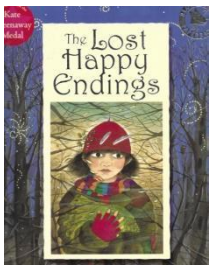
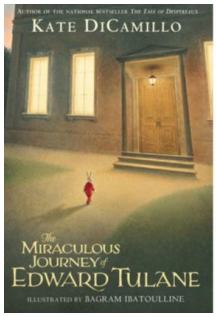
Year 4 - Learning Overview Autumn Term 2025

English	Maths
Writing  **The Lost Happy Endings by Carol Ann Duffy**  **The Miraculous Journey of Edward Tulane by Kate Di Camillo** • Diary entries • Setting description • Narratives • Informal letter • Descriptive passage Throughout the term, there will also be opportunities for the children to apply their understanding of grammar, as well as cross curricular reading and writing.	**Place Value** • Place 3 and 4-digit numbers on a line • Place value in 4-digit numbers • Place value additions: 4-digit numbers **Addition and Subtraction** • Partitioning and column addition • Mental subtraction including counting up. • Mental addition and subtraction. • Subtraction: frog with 3-D numbers. **Measures and Data** • Tell time to the nearest minute: am/pm • Calculate time intervals 24 hour clock. • Units of time, record data and interpret. • Rehearse 24 hour clock; time intervals • Units of time; draw line graphs. **Place Value** • Deepen understanding of place value • Add/subtract powers of 10, nos> 1000 • Use place value in calculations **Addition and Subtraction** • Mentally add/subtract near multiples. • Mentally add subtract 1-digit numbers • Written subtraction

Reading

Understanding words

- Finding information
- Identifying the main idea
- Sequencing
- Finding similarities and differences
- Making predictions

Multiplication and Division

- Double and halve 2- and 3-digit numbers
- Multiplication/division facts
- Grid multiplication using tables facts.
- Division using effective chunking.
- Larger division with remainders.

Times Tables Rock Stars – Times Tables Rock Stars (ttrockstars.com)

Science

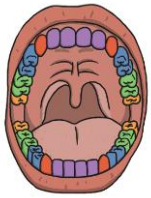
Sound

- Associate sound with vibrating objects
- To explain how we hear sounds
- To identify that sound gets fainter as the distance from the sound source increases
- Investigation to find the best material to muffle sound
- To understand what pitch is and describe some ways

Geography

Why are rainforests important to us?

- To describe and give examples of a biome and find the location and some features of the Amazon rainforest.
- To describe the characteristics of each layer of a tropical rainforest.
- To understand the lives of indigenous peoples living in the Amazon rainforest.
- To describe why tropical rainforests are important and understand the threats to the Amazon.

of changing the pitch of a vibrating object.  **Teeth and Digestion** • Name the different sorts of teeth found in humans • To understand the need to take care of your teeth and how to do this • To name the different parts of the digestive system • To create a model of the digestive system • To know that all food chains start with plants that create their own energy from the sun • To identify animals that are predators and animals that are prey and those that are both.	• To understand how local woodland is used using a variety of data collection methods. • To analyse and present findings on how local woodland is used. • To create a sustainability action plan by investigating how resources are used in the school.
History	PE
How have children's lives changed? • Make inferences and deductions from primary and secondary sources.	**Gymnastics:Bridges** • Pupils will execute 'excellent' balances and movements within the 'bridges' theme. Applying flow, pupils

• Explain why children needed to work. • Identify the jobs Tudor and Victorian children had. • Describe the working conditions of Tudor and Victorian children. • Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. • Use sources to identify leisure activities and compare them over time. • Identify diseases past children suffered from and discuss how effective the treatments were.	will link these movements and balances together. • Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary. • Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve. • Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard. **<u>Tag Rugby</u>** • Pupils will be able to apply a secure understanding of passing, moving to create space and score. • Pupils will apply tagging to prevent an attacker scoring. • Pupils will demonstrate a growing understanding of the difference between attack and defence, understanding when and why to apply certain skills. • Pupils will develop and apply life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.

	• Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding. **Dance:Space** • Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character. • Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences. • Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences in canon and unison. • Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard. **Health Related Exercise** • Pupils will be able to complete fitness assessments and participate in circuits that will develop their fitness.

	• Pupils will understand the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility. • Pupils will develop life skills such as encouragement and responsibility as they encourage their partners through the circuits. • Pupils will develop life skills such as self motivation, resilience and integrity as they strive to improve their own performances.
PSHE	Computing
  Being me in my world • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know that their own actions affect themselves and others	**Collaborative Learning:** • To understand that software can be used to work online collaboratively. • To understand how to contribute to someone else's work effectively. • To understand how to create effective presentations. • To understand how to create and share Google Forms. • To understand how to use a shared spreadsheet to explore data. **Coding with Scratch** • To explore how variables and if statements are used in Scratch by identifying their purpose in a game.

• Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community **<u>Celebrating Difference</u>** • Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be taking place • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change	• To use conditions and sensors to control what happens in a Scratch game. • To create a variable to keep a score. • To combine variables, if statements and sensors to program a multiplication game. • To debug and evaluate a game by identifying and fixing errors.
RE	French

How can we talk about religions and worldviews respectfully?

To listen and respond respectfully to others' thoughts, opinions and ideas.

Are all religions equal?

- To recognise that there are many connections between religious worldviews.
- To explain similarities and differences in how people understand God.
- To identify how some Sikh beliefs and practices reflect ideas about religious equality.
- To determine how Bahá'í teachings influence some practices.
- To express ideas about religious equality and harmony.

What makes some texts sacred?

- To recognise how ideas and beliefs can be communicated by looking at different art forms.

Presenting myself

- Objective 1: I will use basic greetings in French, ask somebody how they are feeling and reply when asked to me.
- Objective 2: I will ask somebody their name in French and reply when asked to me.
- Objective 3: I will recall numbers 1-10 and count from 11-20 in French.
- Objective 4: I will learn how to ask somebody how old they are in French and reply when asked to me.
- Objective 5: I will learn how to ask somebody where they live in French and reply when asked to me.
- Objective 6: I will learn how to express my nationality in French and understand basic gender agreement rules.

My Family

- Objective 1: I will learn the nouns and articles/determiners for several family members in French.
- Objective 2: I will learn how to move from using the article/determiner 'the' with a family member noun to

• To evaluate information about Buddhist, Hindu and Sikh scriptures. • To make connections with beliefs about the origin of scripture and how it is used. • To explain why some religions have multiple scriptures by exploring the Buddhist Canon. • To evaluate the significance of religious scripture to some people. • To describe the importance of scripture to some people. • To analyse the importance of Christmas by exploring events in the Bible. 	using the possessive adjective 'my' in French. • Objective 3: I will learn to answer the question 'As-tu des frères et sœurs ?' (Do you have any brothers or sisters?) • Objective 4: I will learn how to introduce family members, learning to use 'il/elle s'appelle' (he/she is called). • Objective 5: I will use my knowledge of larger numbers to be able to describe the age of family members in French
Music	Art

Mamma Mia

1. **Listen and Appraise the song** Mamma Mia and other Abba songs:

- Mamma Mia by Abba
- Dancing Queen by Abba
- The Winner Takes It All by Abba
- Waterloo by Abba
- Super Trouper by Abba
- Thank You For The Music by Abba.

2)Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:

a. Warm Up Games (including vocal warm ups)

b. Flexible Games (optional extension work)

c. Learn to Sing the Song

d. Play Instruments with the Song

Craft and Design: Fabric of Nature

- Describe objects, images and sounds with relevant subject vocabulary.
- Create drawings that replicate a selected image.
- Select imagery and colours to create a mood board with a defined theme and colour palette.
- Complete four drawings, created with confident use of materials and tools to add colour.
- Understand the work of William Morris, using subject vocabulary to describe his work and style.
- Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.
- Identify and explain where a pattern repeats.
- Follow instructions to create a repeating pattern, adding extra detail.
- Understand different methods of creating printed fabric in creative industries.
- Use sketchbooks to evaluate patterns.
- Produce ideas to illustrate products using their designs.

e. Improvise with the Song (and optional extension activities) f. Compose with the Song **3)Perform the Song** **<u>Glockenspiel Stage 2</u>** **1 – Musical Activities using glocks Learn more complex rhythm patterns.** Revise, play and read the notes C, D, E, F + G. Learn to play these tunes: ● Mardi Gras Groovin' ● Two-Way Radio ● Flea Fly ● Rigadoon ● Mamma Mia Revisit these tunes from Stage 1: ● Portsmouth ● Strictly D ● Play Your Music ● Drive Compose using the notes C, D, E, F + G.	

2 – Perform & Share. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	
DT	
Cooking and Nutrition: **Adapting a recipe: Biscuits** • Describe features of biscuits using taste, texture and appearance. • Follow a recipe with support. • Use a budget to plan a recipe. • Adapt a recipe using additional ingredients.	