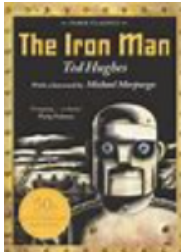


| Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mathematics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Text:</b> <i>Skygazing</i>, Anna Claybourne and Kerry Hyndman</p> <p><b>Genre:</b> non-fiction</p> <p><b>Topic:</b> astronomy, space, natural history, aviation, transport, weather, Earth science</p> <p><b>Key vocabulary:</b> astronomy, aviation, night, day, observation.</p>  <p><b>Text:</b> <i>I Am the Seed That Grew the Tree</i>, Fiona Waters and Frann Preston-Gannon</p> <p><b>Genre:</b> poetry</p> <p><b>Topic:</b> nature, seasons, flora and fauna, imagination</p> <p><b>Key vocabulary:</b> observation, change, growth and renewal, landscape</p>  <p>Reading includes a focus on key reading comprehension skills: vocabulary, inference, predicting, explaining, retrieval and summarising.</p> <p>Children will learn strategies and recognise when to apply these to corresponding skills whilst also improving their reading fluency with exposure to an engaging, vocabulary-rich text.</p> <p><u>A reading teaching and learning cycle will include:</u></p> <ul style="list-style-type: none"> <li>-the text as a whole (where context and understanding as whole is applied to achieve higher order thinking)</li> <li>-exploring and analysing extracts of a text (with a skill focus primarily being word meaning, retrieval and inference)</li> <li>-understanding the themes and conventions of a text and understanding its purpose</li> <li>-applying learnt strategies to multi-skills lessons</li> </ul> | <p><b>The Iron Man</b></p>  <p><b>Text type:</b> Narrative</p> <p><b>Genre:</b> Science fiction</p> <p><b>Topic:</b> Robots/Metals</p> <p><b>Cross-curricular links:</b> Art/DT</p> <p><b>Independent writing task:</b> Children will continue the plot by writing an adventure that happens with the Iron Man and Hogarth.</p> <p><b>Text Structure, Sentence, Useful Vocabulary, Word Classes, Punctuation - <a href="#">click here</a></b></p> <p><b>I Still Rise - Maya Angelou</b></p>  <p><b>Text type:</b> poetry</p> <p><b>Genre:</b> poetry</p> <p><b>Topic:</b> strength</p> <p><b>Cross-curricular links:</b> PSHE</p> <p><b>Independent writing task:</b> Pupils create a poem to show their strength in adversity using the structure of 'I Rise.'</p> <p><b>Text Structure, Sentence, Useful Vocabulary, Word Classes, Punctuation - <a href="#">click here</a></b></p> <p><b>Spelling focus - <a href="#">click here</a></b></p> | <p><b>Multiplication and division</b></p> <p><b>Discrete and continuous data</b></p> $\begin{array}{r} 77 \\ 5 \overline{) 385} \end{array}$ <p><b>Key objectives</b></p> <p>In this unit pupils will be learning:</p> <ul style="list-style-type: none"> <li>-Identify and explore patterns in multiplication tables including 7 and 9</li> <li>-Distributive property including multiplying three 1-digit numbers</li> <li>-Mental multiplication and division strategies using place value and known and derived facts</li> <li>-Short multiplication</li> <li>-Read, interpret and construct pictograms, bar charts and time graphs</li> <li>-Compare tables, pictograms and bar charts</li> </ul> <p><b>Unit journey</b></p> <ul style="list-style-type: none"> <li><a href="#">Multiplication and division</a></li> </ul> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li><a href="#">Multiplication and division</a></li> </ul> <p><b>Timetables</b></p> <p>This term Year 4 are learning the <b>8 times table</b></p> <ul style="list-style-type: none"> <li><a href="#">Half termly times-tables focus</a></li> </ul> |

## Science

### Classification of Plants and Animals



In KS1, children began to understand that scientists group living things according to their characteristics. This term, they will look more closely at the concept of classification in relation to vertebrates, invertebrates and plants. Children will start to learn about the scientist Carl Linnaeus and his work to name and classify living things. They will start asking and answering questions about fish, amphibians, reptiles, birds, mammals, insects, arachnids and molluscs. Children will look closely and observe how these living things are structured, what their features are and how they compare and contrast with other animals. They will also study flowering and non-flowering plants and differences in the reproduction of these living things. Conceptually, children are building their understanding of how and why scientists classify and how taxonomies help us to understand the world around us. This knowledge will be built upon further in Year 6 when children look again at the work of Linnaeus and the Latin names he assigned the living things he studied. This area of the curriculum will link to children's understanding of the work of Charles Darwin and Alfred Wallace who they will also study in Year 6.

#### Key objectives

1. To understand that we can classify animals and plants
2. To know that fish and amphibians are vertebrates
3. To know some of the key features of reptiles, birds and mammals
4. To understand and describe key features of insects, arachnids and molluscs
5. To know that plants can be classified into two main groups

#### Key vocabulary

living things, classification, classify, sorting, vertebrates, invertebrates, moss, backbone, internal, skeleton, cold-blooded, warm-blooded, gills, amphibians, lungs, scales, metamorphosis, reptiles, birds, mammals, scales, feathers, features, arachnid, mollusc, insects, abdomen, thorax, backbone, botanist, fungi, algae non-flowering, flowering, seeds, pollen, flowers, reproduce, photosynthesis, fern

## History

### Ancient Greece

This unit builds chronologically on the study of Ancient Egypt, presupposing prior knowledge of the origins of civilisation along the Nile. It expands on the substantive concepts of power and democracy, first introduced in Year One's 'Kings and Queens' and 'Parliament and Prime Ministers', thereby deepening students' understanding of these themes. Covering the National Curriculum requirements, this unit examines Ancient Greece, including its societal structures and achievements, which significantly influenced the Western World. Children will engage with Greek architecture through the study of the Parthenon and realistic sculptures, recognising their impact on Roman art during the Renaissance. The curriculum also explores Alexander the Great and his empire, allowing students to later contrast his achievements with those of other military leaders. Additionally, learners will study Athenian democracy, contrasting it with Spartan values, and understand the unifying efforts of Greek city-states against external threats. Ultimately, this period of history offers insights into Greek life, mythology, and the enduring legacies that shape modern society.



#### Key objectives

1. Ancient Greece: City States
2. Athens and Democracy
3. The Persian Wars
4. Alexander the Great
5. Greek Philosophy OR Greek Gods and Goddesses

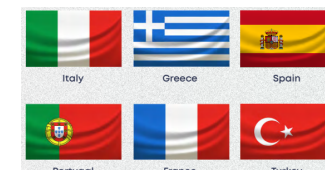
#### Key vocabulary

Tyrant, democracy, vote, ostraca, civilization, city-states Athens, Sparta, olympic games, Persia, allies enemy, conquered empire, ruthless, slavery.

## Geography

### Mediterranean Europe

This unit builds upon previous learning from both Year 2 and Year 3 when children studied Northern and Western Europe. This unit will look closely at the region known as Mediterranean Europe. They will continue to develop their understanding of trade and will look at food produce that is grown in this region. Agriculture is introduced in the context of what can be grown in a Mediterranean climate. Building on knowledge of settlements, children will study Athens and Venice, looking for similarities and differences. They will use their knowledge of studying cities; identifying position and location, transport, landmarks and population to compare and contrast the two cities. Background knowledge from history, from studying the Ancient Greeks and Ancient Romans, will provide contextual knowledge for this unit. During this unit children will be building on their knowledge of maps and will be using maps of the region to look at the shape of the land, the location of different countries and will also identify mountain ranges from looking at physical maps that show landscape features. As this unit builds on previous learning, teachers should expect children to have some prior knowledge of the region from both history and geography.



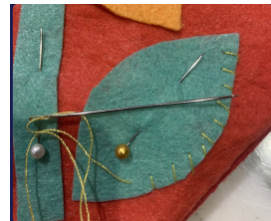
#### Key objectives

1. Key Places in Europe
2. Climate of Mediterranean Europe
3. Food and Farming
4. Landscape
5. Settlements

#### Key vocabulary

Mediterranean Europe, equator, latitude, ecosystem, the Gulf Stream, the Colosseum, peninsula, inhabit

| Art & Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Religious Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Space</b><br/>The concept of how space is used in art is directly related to how artists use light and as such, the first lesson in this series refers back to, and deepens the knowledge gathered from the previous unit. The children learn how the illusion of space in three dimensions (height, width and depth) can be created by using tone by looking at a painting by Matisse. The children use Millet's painting The Gleaners to learn the terms foreground, middle ground and background. They practise measuring the people in the painting with a pencil to discover how artists can use foreshortening to create an illusion of space within two dimensions. They go on to use Bruegel's painting The Peasant Wedding to do the same exercise and finish the unit by exploring how artists can use colour to create a sense of depth by looking at a landscape by Turner. The children develop their knowledge of space by taking steps to carry out an extended project to make a cardboard landscape in relief.</p> <p><b>Key objectives</b></p> <ol style="list-style-type: none"> <li>1. Introduction to space and dimensions</li> <li>2. Exploring space in painting: foreground, middle ground and background</li> <li>3. Identifying foreground, middle ground and background</li> <li>4/5 Creating foreground, middle ground and background</li> <li>6. Using colour and detail to show depth</li> </ol> <p><b>Key vocabulary</b><br/>space, height, depth, dimension, width, 3d, 2d, foreground, background, foreshortening, middle ground, detail</p>  | <p><b>Christianity</b><br/>This term in Religious Education, children will be learning about key stories and events in the life of Jesus. They will learn that Christians believe Jesus' miracles, for example calming a storm, show his power over nature. Children will also learn about two important events in Jesus' life - his birth (the Nativity) and his baptism - and think about why these are important to Christians. They will reflect on the significance of Christmas and the Bible stories linked to it, considering why it is a special celebration for Christians around the world. Children will also learn about different types of church buildings and notice some of the main differences between Christian denominations.</p> <p><b>Key objectives</b></p> <ol style="list-style-type: none"> <li>1. Miracles show Jesus' power over nature, for example, the calming of the storm.</li> <li>2. Events from Jesus' life - his nativity and baptism - show his importance to Christians.</li> <li>3. Christmas is an important celebration for Christians that remembers the birth of Jesus.</li> <li>4. Understand the main differences between church buildings of at least two Christian denominations.</li> </ol> <p><b>Key vocabulary</b><br/>Jesus, miracle, power, nature, baptism, Nativity, birth, Christmas, Bible, worship, church, denomination, faith, community.</p>  | <p><b>Ma Famille (my family)</b></p> <p><b>Key objectives</b></p> <ol style="list-style-type: none"> <li>1. identify family members</li> <li>2. Recognise and spell with letters of the alphabet</li> <li>3. List household items</li> <li>4. Use basic prepositions 'sur' (on) and 'dans' (in) to describe position</li> </ol> <p><b>Key vocabulary</b><br/><u>Family members:</u> ma mère (mother), mon père (father), mon frère (brother), ma sœur (sister), mes parents (my parents)<br/><u>Letters of the alphabet:</u> a-z, plus some accented letters</p>  <p><u>Household objects:</u> l'ordinateur (computer), le jeu vidéo (video game), la machine (machine), la table (table), la chaise (chair)<br/><u>Sentences:</u> e.g. Le jeu vidéo est sur la table<br/><u>Prepositions:</u> dans (in), sur (on)</p> |

| PSHE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Physical Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Design Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Media Literacy and Digital Resilience</b></p> <p><b>Key objectives</b></p> <ol style="list-style-type: none"> <li>1. Identify images that are safe/unsafe to share online;</li> <li>2. Know and explain strategies for safe online sharing;</li> <li>3. Understand and explain the implications of sharing images online without consent.</li> <li>4. Understand and identify stereotypes, including those promoted in the media.</li> <li>5. Define the word influence;</li> <li>6. Recognise that reports in the media can influence the way they think about a topic;</li> <li>7. Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> <li>8. Understand that we can be influenced both positively and negatively;</li> <li>9. Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> </ol> <p><b>Key vocabulary</b><br/>Privacy, privacy settings, security, stereotype, influence, opinion, respectful, courteous, influence, consequences</p>  | <p><b>Tennis</b><br/>This term the children will be working on improving their tennis skills such as forehand, backhand and court movement.</p> <p><b>Key objectives</b></p> <ul style="list-style-type: none"> <li>- To understand when to use different types of shots.</li> <li>- To keep a continuous rally going.</li> <li>- To understand and use rules to manage a game.</li> </ul> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>- Rules</li> <li>- Rally</li> <li>- Decision</li> <li>- Forehand</li> <li>- Backhand</li> </ul>  <p><b>Netball</b><br/>This term the children will be working on improving their netball skills such as passing, shooting, movement and understanding of the rules.</p> <p><b>Key objectives</b></p> <ul style="list-style-type: none"> <li>- To apply attacking skills to move towards a goal.</li> <li>- To defend an opponent to try to win the ball.</li> <li>- To apply skills and knowledge to play games.</li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Score</li> <li>- Speed</li> <li>- Shoot</li> <li>- Rules</li> <li>- Intercept</li> </ul>  | <p><b>Glockenspiel Stage 2</b><br/>This is a six-week Unit of Work that introduces children to learning about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel leading on from Glockenspiel Stage 1.</p> <p><b>Key objectives</b><br/>Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B<br/>Improvise in a Bossa Nova style using the notes G, A + B. Improvise in a swing style using the notes D, E, G, A + B..</p> <p><b>Key vocabulary</b><br/>Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.</p>  | <p><b>Cushions</b><br/>Making a cushion decorated with the appliqué technique/a family member's use at home. n introduces the children to the product they will design and create: a cushion decorated with appliqué. They start by investigating the properties of a cushion, how it is made, what it is for and in particular how it can be decorated with appliqué. By this process of investigation they are undertaking the first stage of the design process: researching and investigating the product they will produce. They go on to learn about the history of appliqué which was used by the ancient Egyptians</p> <p><b>Key objectives</b><br/>Process of design</p> <ul style="list-style-type: none"> <li>• Making products with fabric</li> <li>• Types of fabric - natural/synthetic</li> <li>• Properties of fabric—thickness, softness, stretchiness.</li> <li>• Features of a cushion – size, materials, shape, joining, decoration.</li> <li>• Decoration—appliqué</li> </ul> <p><b>Key vocabulary</b><br/>•felt •natural •synthetic •woven •user<br/>•purpose/function •aesthetic •running stitch<br/>•backstitch •overcast stitch (or whipstitch) •seam</p>  |



Year 4 Autumn 2

2025

