

Computing - Computer Systems and Networks - The Internet

By the end of the term, children will:

- Know that the internet is a network of networks which need to be kept secure.
- Be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create.
- Evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

Design and Technology - Digital World: Mindful Moments Timer

By the end of the term, children will know:

- How to evaluate the advantages and disadvantages of existing products (timers).
- How virtual micro:bit features could be used as part of a design idea.
- Write a program that displays a timer on the virtual micro:bit based on their chosen seconds/minutes.
- How to evaluate the immediate appeal of the virtual micro:bit timer and how it might function.
- Recall and describe the name and use of key tools used in Sketchpad (CAD) software.
- How to develop a prototype case for a mindful moment timer.

English

In handwriting, children will learn how to:

- Join e - eat eac ead
- Join s - ask asp ast
- Join diagonally - un unn inn imm, ship ment ness less
- Join horizontally - rep rem rea reo
- Join y - ly ily ity ify
- Join w - owf owb owm owd
- Join m - umn umv umf
- Join w - wan was way wax
- Join l - lig rig tig mig

In spelling, children will learn how to:

- Spell Common Exception Words: answer, arrive, bicycle, calendar, centre, century, certain, circle, decide, describe, different, difficult, experience, extreme, famous, February, forwards, fruit
- Spell words with ending sounding like ze (sure and -ture)
- Spell homophones: peace/piece, main/mane and fair/fare. seen/scene.
- Spell words with the /ei/sound spelt ei, eigh, or ey
- Spell words with the /ʃ/ sound spelt ch (mostly French in origin) - eg. chef

Children will begin to learn how to:

- Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest]
- Use fronted adverbials [e.g. Later that day, I heard the bad news.]
- Use of the simple future tense [e.g. we will learn about Vikings].
- Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.]
- Use multi-clause sentences without a conjunction or using the progressive tense [e.g. Running down the corridor, they spotted the open window]
- Develop use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and to understand when these can be used as prepositions or adverbs
- Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however]
- Use apostrophes to mark plural possession [e.g. the girl's name, the girls' names.

- Use of commas after fronted adverbials
- Use reporting clauses including a relative clause for description and specification
- Use inverted commas to punctuate quotes in non-fiction writing
- Use some use of abstract nouns, and noun phrases used as the subject of the verb, e.g. [Darkness was being whispered in... full of despair] Vernacular (everyday) language, including idioms [e.g. ...do your bit for the war. ...the words are stuck in my throat.]
- Use Standard English forms for verb inflections instead of local spoken forms [e.g. we were instead of we was, or I did instead of I done]
- Use of paragraphs to organise ideas around a theme
- Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

History - The Ancient Kingdom of Benin

By the end of the term, children will know:

- Where the kingdom of Benin was and how it fits into the wider chronology of the world.
- Who ruled in the Kingdom of Benin.
- What life was like in the Kingdom of Benin.
- What the people of Benin kingdom believed in.
- The importance of art in the Kingdom of Benin.
- Why the Kingdom of Benin was a thriving and successful civilisation.
- Why the Kingdom of Benin ceased to exist.

Maths

During this term, the children will learn the following aspects of maths:

- Numbers to 1000, rounding to the nearest ten, hundred or thousand.
- Representing 4-digit numbers, knowing the thousands, hundreds, tens and ones in a 4-digit number.
- Roman Numerals to 100
- Finding 1000 more and 1000 less
- Ordering numbers to 10,000
- counting in 25s
- Negative numbers
- Adding and subtracting 100s and 1000s
- Adding and subtracting two 4-digit numbers
- Equivalent difference
- Solving problems involving addition and subtraction.

Music - Fundamentals in music for Year 4

Pupils who are secure will be able to:

- Verbalise how the music makes them feel.
- Create actions or movements appropriate to each section of a piece of music.
- Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.
- Play melodies and rhythms which represent the section of animation they are accompanying.

PE

Dance

By the end of term, children will:

- Copy and create actions in response to an idea and be able to adapt this using changes of space.
- Choose actions which relate to the theme.
- Develop a dance using matching and mirroring.
- Learn and create dance moves in the theme of carnival.
- Develop a carnival dance using formations, canon and unison.
- Develop a dance phrase and perform as part of a class performance.

Football

Children will:

- Develop the attacking skill of dribbling.
- Develop changing direction and speed when dribbling.
- Develop passing and begin to recognise when to use different skills.
- Apply attacking skills to move towards a goal.
- Use defending skills to delay an opponent and gain possession.
- Apply skills and knowledge to compete in a mini-tournament.

PSHE

By the end of term, children will know:

- There are many different types of relationships.
- What makes a relationship healthy.
- What can make a relationship unhealthy.
- The difference between appropriate and inappropriate relationships.
- How to maintain safe relationships online.
- Recognise appropriate and inappropriate relationships online.

RE - What kind of world did Jesus want?

During this term, children will learn that:

- The concept of 'Gospel'* which tells the story of the life and teaching of Jesus.
- The calling of the first disciples and how Christians today try to follow Jesus.
- Jesus' actions towards other people and what example these set for the actions of Christians today.

Science

Living Things and their Habitats

By the end of term, children will know:

- That living things can be grouped in a variety of ways.
- How to use a key to identify invertebrates.
- How to generate questions to use in a classification key.
- How to create and use classification keys.
- The effects of positive and negative changes to the local environment.
- That environments can change and that this can sometimes pose dangers to living things.

Spanish - Me Presento - Presenting Myself

By the end of this unit children will be able to:

- Use basic greetings in Spanish
- Ask somebody how they are feeling and reply when asked.
- Ask somebody their name in Spanish and reply when asked.
- Recall numbers 1-20 in Spanish.
- Ask somebody how old they are in Spanish and reply when asked.
- Ask somebody where they live in Spanish and reply when asked.
- Express their nationalities in Spanish and understand basic gender agreement rules.

Spanish	English
¡Buenos días!	Good morning!
¡Hola!	Hi!/Hello!
¿Cómo estás?	How are you?
Estoy bien.	I am fine.
Estoy mal.	I am not great.
Estoy regular.	So-so.
Estoy muy bien.	I am great.
Estoy muy mal.	I am really not great.
muy	very
¡Adiós!	Goodbye!
¡Hasta luego!	See you later!
¿Cómo te llamas?	What is your name?
Me llamo ...	My name is ...
¿Cuántos años tienes?	How old are you?
Tengo ... años.	I am ... years old.
¿Dónde vives?	Where do you live?
Vivo en...	I live in...

Spanish	English
Soy ...	I am ...
español/española	Spanish
inglés/inglesa	English
galés/galesa	Welsh
irlandés/irlandesa	Irish
escocés/escocesa	Scottish
Soy de...	I am from...
Soy de Inglaterra.	I am from England.
uno	one
dos	two
tres	three
cuatro	four
cinco	five
seis	six
siete	seven
ocho	eight

Spanish	English
nueve	nine
diez	ten
once	eleven
doce	twelve
trece	thirteen
catorce	fourteen
quince	fifteen
dieciséis	sixteen
diecisiete	seventeen
dieciocho	eighteen
diecinueve	nineteen
veinte	twenty