



Academic		
<p>Maths</p> <p>In maths, the first unit we will be looking at is place value. Children in Year 4 will develop their knowledge of the numbers system up to 10,000. They will practise partitioning, comparing, ordering and rounding numbers up to 1000. They will also learn about negative numbers and Roman numerals. The second unit is addition and subtraction and children will build on their previous experience of the formal methods of addition and subtraction, to be able to add and subtract any two four-digit numbers.</p> <p>A short unit of length and perimeter follows this, where children learn to convert cm, mm and m. They also find perimeters of rectangles and rectilinear shapes.</p> <p>The last unit is multiplication and division. In this unit, the children practise multiplying and dividing by 3, 6, 7, 9, 10 and 100.</p>	<p>English</p> <p>This term, we will be immersed in the passage of time from the stone age to the iron age.</p> <p>Our writing will cover several genres. To begin with, we will be writing a short narrative based in the stone age. This will be followed by instructional writing on how to make a stone age/bronze age/iron age tool.</p> <p>Next comes cinquains (a type of five-line poem) and then a non-chronological report unit where the children get to write a report for the fictional magazine <i>Archaeology Today</i>.</p> <p>Finally, the children will use all that they have learned during the unit to write a chronological report focusing on how a particular category of item changed over the period.</p>	<p>History</p> <p>Naturally our topic has a strong history focus and this will be reflected through the various subjects taught in class. The specific history objectives for this unit are:</p> <p>National Curriculum objective: Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>Knowledge acquired: Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>Skill developed: Describe the everyday lives of people from past historical periods</p>
<p>Geography</p> <p>Alongside our daily, <i>Where in the world?</i> Activity, which will broaden the children’s knowledge of places around the world, the <i>Through the Ages</i> topic will address the following geographical outcomes.</p> <p>National Curriculum Objective: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Knowledge acquired: Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.</p> <p>Skill developed: Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.</p>	<p>Art</p> <p>During this term, the children will learn about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.</p> <p>Design Technology</p> <p>They will also be taught about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.</p>	<p>Music</p> <p>As part of the Harvest Festival and the Christmas performance, the children will be learning their own songs as well as the remaining collective songs.</p> <p>In class, they will also learn to compose pieces using tuned and percussive instruments.</p>

<p style="text-align: center;">Science</p> <p>We will be studying <i>Animals Including Humans</i> this term. Children will learn: About the importance of nutrition for humans and other animals. They will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. That animals cannot make their own food and need to get nutrition from the food they eat. Carnivores get their nutrition from eating other animals. Herbivores get their nutrition from plants. Omnivores get their nutrition from eating a combination of both plants and other animals. How some animals have skeletons for support, movement and protection. Endoskeletons are those found inside some animals, such as humans, cats and horses. Exoskeletons are those found on the outside of some animals, such as beetles and flies. Some animals have no skeleton, such as slugs and jellyfish.</p>	<p style="text-align: center;">RE</p> <p>In RE, the children will cover topics such as harvest, the Creation and Big Questions that religion tries to answer, with a focus on Christianity.</p> <p style="text-align: center;">Computing</p> <p>In computing we will be focusing on staying safe online. This will include looking at how to be model digital citizens and how our actions online need to mirror our actions in real life. We will look at sharing information, engaging with people online, password security, social media and phishing.</p>	<p style="text-align: center;">PE</p> <p>For the first part of this term, the children will be doing athletics, followed by cross country.</p> <p>In the second half of the term, we move onto tag rugby, followed by gymnastics and finally end the term with a unit on dance, which will feed into our autumn performance.</p> <p>Events: Stephen Shield – 15th October Multi skills event – 17th November Mini-red tennis – 24th November</p>
<p style="text-align: center;">Digital and Innovation</p> <p>We will be innovative in our approach to our learning, looking for creative ways to present our knowledge and understanding. We will use technology to share our reflections on our learning.</p>	<p style="text-align: center;">Character</p> <p>Our character virtues this term are motivation, creativity, respect, determination, gratitude, resourcefulness, reflection and citizenship. They will be actively caught, recognised and celebrated in daily life both in and out of school; sought through opportunities across the whole curriculum and taught through our assemblies, character education and PSHE learning.</p>	<p>Community will be developed through a focus on rebuilding and consolidating links within our local community and we will continue to work with the charity Edukid. We will go out into the community and work actively to improve it through volunteering and we will open up our school, holding events where members of the community will be invited. Our school council will provide us with opportunities to improve our school community for everyone involved.</p>