
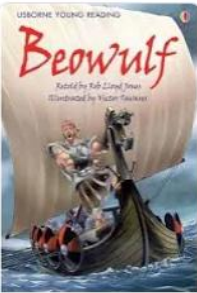
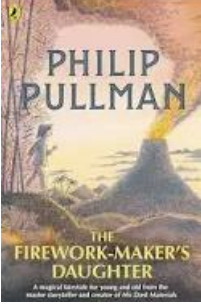




































Autumn Term	Autumn 2																							
Year Group Poet	 Benjamin Zephaniah																							
Core Text	 Beowulf	 The Firework Maker's Daughter																						
English	<div style="text-align: center;">  </div> <p style="text-align: center;">Writing about Edgar the excitable Dragon</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="491 1330 715 1576" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: small;">What is Fluency?</p> <p style="text-align: center; font-size: x-small;">There are three main parts to reading fluently. These are: accuracy, automaticity and prosody.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 30%;"></td> <td style="font-size: x-small;">Accuracy - decode and read words correctly.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="font-size: x-small;">Automaticity - reading words without sounding out. Not too fast and not too slow.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="font-size: x-small;">Prosody - reading aloud with intonation. Just like you're having a conversation.</td> </tr> </table> <p style="text-align: center; font-size: x-small;">We read fluently to understand what we are reading.</p> </div> <div data-bbox="836 1330 1034 1576" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: small;">What is Close Reading?</p> <p style="text-align: center; font-size: x-small;">A close read makes the repeated reading of a text and discussing it is aided by looking at vocabulary, background knowledge, text structure and sentence structure.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 30%;"></td> <td style="font-size: x-small;">Vocabulary - discuss unknown vocabulary and authors' vocabulary choices.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="font-size: x-small;">Background knowledge - discussion of particular themes.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="font-size: x-small;">Text structure - how the author has organised the text.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="font-size: x-small;">Sentence structure - look at literary devices. E.g. Metaphors, similes. Historical spelling etc. Discuss the impact on the reader.</td> </tr> </table> <p style="text-align: center; font-size: x-small;">We understand texts by looking at them closely.</p> </div> <div data-bbox="1193 1330 1481 1576" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: small;">Definition of Extended Read for children:</p> <p style="text-align: center; font-size: x-small;">The reading of a longer text focusing on fluency, vocabulary, background knowledge and text structure.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 30%;"></td> <td style="font-size: x-small;">Fluency - read fluently focusing on accuracy, automaticity and prosody.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="font-size: x-small;">Vocabulary - discuss unknown words and authors' vocabulary choices.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="font-size: x-small;">Background knowledge - discussion of particular themes.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="font-size: x-small;">Sentence structure - look at literary devices. E.g. Metaphors, rhetorical questions and discuss their impact on the reader.</td> </tr> </table> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div data-bbox="347 1585 491 1619" style="text-align: center;">Fluency read</div> <div data-bbox="715 1585 836 1619" style="text-align: center;">Close read</div> <div data-bbox="1034 1585 1193 1619" style="text-align: center;">Extended read</div> </div> <p style="margin-top: 10px;">Scheme books and choice books for home reading Handwriting-continue to practise joins in writing Spelling Shed Suffix 'ation', '-ly', '-lly', words with 'ch' saying 'sh' words ending 'sion' and '-ous'. Can you ask questions to find out more about a text?</p>			Accuracy - decode and read words correctly.		Automaticity - reading words without sounding out. Not too fast and not too slow.		Prosody - reading aloud with intonation. Just like you're having a conversation.		Vocabulary - discuss unknown vocabulary and authors' vocabulary choices.		Background knowledge - discussion of particular themes.		Text structure - how the author has organised the text.		Sentence structure - look at literary devices. E.g. Metaphors, similes. Historical spelling etc. Discuss the impact on the reader.		Fluency - read fluently focusing on accuracy, automaticity and prosody.		Vocabulary - discuss unknown words and authors' vocabulary choices.		Background knowledge - discussion of particular themes.		Sentence structure - look at literary devices. E.g. Metaphors, rhetorical questions and discuss their impact on the reader.
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Maths	<p>Addition and Subtraction Adding and subtracting 1s, 10s, 100s and 1000s Adding and subtracting two 4-digit numbers with no, one and more than one exchange. Efficient subtraction, Estimating answers, Checking strategies.</p> <p>Measurement-Area Measure area, count squares, make shapes, compare area.</p> <p>Length and Perimeter Measure length in km and m. Measure perimeter of rectilinear shapes</p> <p>Multiplication Revisits multiplication times tables for 2, 5, 10, 3, 4, 8, 6, 7, 11 and 12</p>																							







x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Use a timer-how fast can you recall each of the times tables you have learned?

TTRockstars

Science

States of Matter

 <p>solid</p> <p>can't flow</p> <p>has a fixed volume</p> <p>particles very close and have a fixed position</p> 	 <p>liquid</p> <p>takes shape of the container</p> <p>can flow</p> <p>has a fixed volume</p> <p>particles very close but not fixed</p> 	 <p>gas</p> <p>will escape from a container</p> <p>can flow</p> <p>particles moving apart quickly</p> 
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Properties of solids, liquids and gases

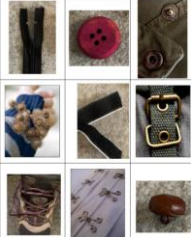
Freezing, Melting, Boiling, Evaporation, Condensation, Independent and dependent variables

What substance on earth can be a solid, liquid and a gas?

Design and Technology

Textiles

How do you securely fasten a stocking to a tree?

	<p>Technical vocabulary</p> <p>Shank – a short stem on the underside of a button that allows there to be a gap between the button and the cloth it is attached to.</p> <p>Burr – a seed container covered in tiny hooks, which attaches to animal fur and clothing, facilitating effective dispersal.</p> <p>Hook and loop – a fastening system using two sides of material, one covered in hooks and the other covered in loops.</p> <p>Buckle – a piece of metal at one end of a belt or strap, used to fasten the two ends together.</p> <p>Fastener – a button, zip or other device for temporarily joining together the parts of things such as clothes.</p> <p>Raw edges – an unfinished, rough or undecorated edge.</p>
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Exploring different fasteners

Design, make and evaluate a Christmas stocking to hang on a tree using a fastener.

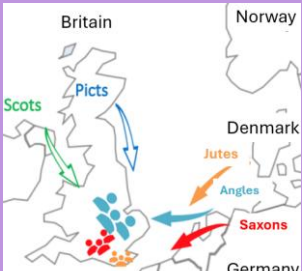

Is there another way you could hang your stocking?

History

Anglo-Saxons

Where did the Algo-Saxons come from and where did they settle?

What was life like in Anglo-Saxon times?

	
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Which days of the week are named after Anglo-Saxon Gods? Can you remember the names of the Gods?

Geography

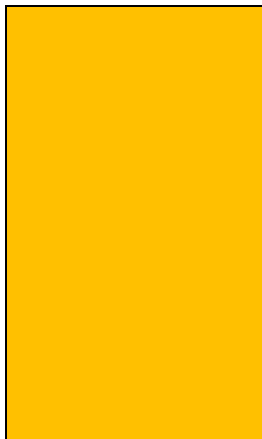
Not taught this half term

Art and Design

Not taught this half term

Music

Sing Up!
Pink Panther



The Pink Panther

Year 4 Term 1

Music to describe sounds: *staccato*, *allegretto*, *ritardando*

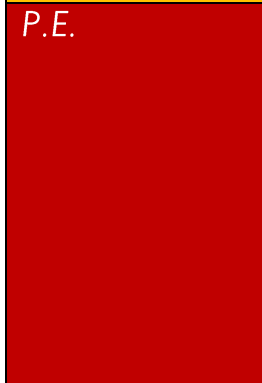
Must have such an important part to play in the end because it's the end of the story and atmosphere in the scene.

History Musical use function: An end as a bridge to compare to use piano and forte. It played the role of the end of the story. It has the role of the end of the story. It has the role of the end of the story.

Instruments for sound effects: *clapping*, *drum*, *xylophone*, *trumpet*, *violin*, *guitar*, *keyboard*, *drum set*, *trumpet*, *violin*, *guitar*, *keyboard*, *drum set*

- **Duration:** short notes/detached notes (staccato).
- **Dynamics:** quiet/loud, quieter/louder.
- **Pitch:** stepping notes/close together notes.
- **Timbre:** instruments in the piece (piano, vibraphone, saxophone, snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen etc.

*Exploring and composing.
See if you could watch a Pink Panther film or cartoon and spot the music.*



P.E.

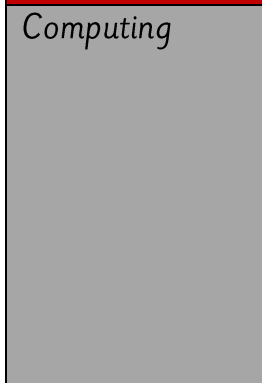
*Swimming
Get Set 4 PE-Gymnastics*

Knowledge Organiser Gymnastics Year 4

About this Unit

Key Vocabulary

Using balances, rolls, jumps and shapes to create a sequence.
How many interesting balances can you do?



Computing

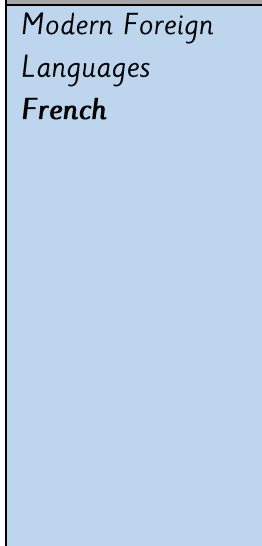
Coding

Vocabulary Overview

Words encountered previously*

- **Algorithm:** a precise, step-by-step set of instructions used to solve a problem or achieve an objective.
- **Code blocks:** A way to write code using blocks which each have an object or an action
- **Background:** In 2Code the background is an image in the design that does not change.
- **Object:** Items in a program that can be given instructions to move or change in some way (action). In 2Code Gibbon, these include character, turtle, button, car, animal, food, shape, number, input and hotspot.
- **Implement:** When a design is turned into a program using coding.
- **Predict:** Use your understanding of a situation to say what will happen in the future or will be a consequence of something.
- **Run:** This is what you do when you click the Run button in 2Code; The program runs.
- **Attributes:** These determine the look and size of an object. Each object has attributes such as the image, scale and position of the object.
- **Event:** An occurrence that causes a block of code to be run. The event could be the result of user action such as the user pressing a key (**when Key**) or clicking or swiping the screen (**when Clicked**, **when Swiped**). In 2Code, the event commands are used to create blocks of code that are run when events happen.
- **Debug/Debugging:** Fixing code that has errors so that the code will run the way it was designed.
- **Action:** The way that objects change when programmed to do so. For example, move. *In prior years' units

*Design and play game. Share games with friends.
What are your favourite games?*



Modern Foreign Languages

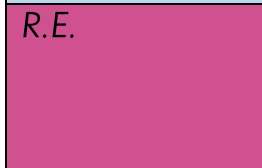
French

The calendar

KNOWLEDGE ORGANISER: Year 4 - The calendar

Days of the week	Days of the week	Numbers	Months of the year	Months of the year
les jours de la semaine ☐ ☐ ☐ ☐ ☐ ☐ ☐	C'est quel jour aujourd'hui? ☐ ☐ ☐ ☐ ☐ ☐ ☐	onze 11 douze 12 treize 13 quatorze 14 quinze 15 seize 16 dix-sept 17 dix-huit 18 dix-neuf 19 vingt 20	janvier Jan février Feb mars Mar avril Apr mai May juin Jun juillet Jul août Aug septembre Sep octobre Oct novembre Nov décembre Dec	Quelle est la date de ton anniversaire? ☐ ☐ ? Mon anniversaire c'est le ... ☐ ☐

*Can you tell your friends when your birthday is in French?
What day of the week does your birthday fall on this year?*



R.E.

Being Reflective and Self Critical

Prince Siddhartha and the Four Sights and Four Noble Truths

Meditation

Prayer Flags



Being Curious and Valuing Knowledge

Prophecies concerning the birth of Jesus
Holy Scriptures
Belief in God



PSHE

Safety First Staying safe and healthy.

<p>Health and Wellbeing Safety First</p> <p>Key Knowledge Responsibilities As we grow and become more independent, we have new opportunities and responsibilities. These include responsibilities to keep ourselves and others safe, happy and healthy. It is our responsibility to follow rules and restrictions (including age restrictions) which keep us safe and well. This includes restrictions on social media, television programmes, films, games and online gaming.</p> <p>Risks, Hazards and Danger Hazards can cause us harm, injury or risk in the home and when we are out and about. It is important that we predict, assess and manage risk in the different situations we find ourselves in, so we can keep ourselves and others safe and out of danger. One way in which we can reduce risk and keep ourselves safe is to make sure we respond and communicate appropriately to adults we meet whom we do not know. This includes those we might meet online. If we find ourselves in a risky situation, we need to act responsibly, make safe choices and tell an adult we trust.</p> <p>Pressure Relationships and friendships can sometimes make us feel unhappy or unsafe, including those online. It is important that we tell an adult we trust and ask for help if we are in this situation. Sometimes, others put pressure on us to do things that are unsafe or that make us feel uncomfortable, including dares. We can say no and choose not to do these things. If this is difficult, we need to ask for help from someone we trust to keep ourselves and others safe, including online.</p>		<p>Key Vocabulary</p> <p>alcohol Alcohol is an ingredient in many adult drinks. It is illegal to buy alcoholic drinks if you are under 18 years old.</p> <p>choice Something we have the power to make when there is more than one possibility.</p> <p>cigarette A cylinder of finely cut tobacco rolled in paper for smoking. It may also contain other substances. Smoking cigarettes causes many health problems.</p> <p>danger Something which can cause harm, injury or suffering.</p> <p>dares A challenge given by someone. Dares can put pressure on someone to do something that could put them in danger.</p> <p>drugs A medicine or other substance which affects the body when taken. There are legal (allowed by law) and illegal (not allowed by law) drugs.</p> <p>e-cigarette An electronic cigarette. Instead of smoke, the user breathes in vapour. Using an e-cigarette is often called 'vaping'. Some dangerous chemicals have been found in them.</p> <p>emergency A serious and often dangerous situation. People in emergency situations need help straight away.</p> <p>first aid The first help given straight away to someone who is ill or injured.</p> <p>hazard Something that could cause harm or danger.</p>	<p>Safety There are things we can do to keep ourselves and others safe in the home, online, in the local environment and in places which are unfamiliar to us. It is important we know about these and make choices which help to protect our safety and wellbeing.</p> <p>Dangerous Substances It is important we take medicines correctly and use household products safely. Following given instructions at all times. There are legal drugs (including medicines, alcohol, cigarettes and e-cigarettes) and illegal drugs which carry risks and can have harmful effects on the human body. Drug use can become a habit which can be difficult to break. There are laws about the use of legal drugs and some drugs are illegal to own, use and give to others. There are people and organisations that can help if people are worried about or have problems with dangerous substances.</p> <p>Key Learning Point: The Primary Survey We should follow the steps in the primary survey (with DR ABC) to help a casualty. The primary survey includes a series of checks to help the first-aider decide if there are any urgent threats to life. These checks are in order of importance. It is always best we shout for help and ask someone to dial 999 or 112 if possible while we work through these steps.</p> <ol style="list-style-type: none"> 1. D is for Danger - check for hazards to assess the danger. 2. R is for Response - talk to the casualty and try to get a response. 3. A is for Airway - check the casualty's airway and clear it if necessary. 4. B is for Breathing - check that the casualty is breathing. 5. C is for Circulation - check the casualty for bleeding. 	<p>medicine A drug or other remedy to treat, help or prevent illness.</p> <p>peer pressure The pressure people can feel to behave in a certain way because their friends or people they spend time with expect it.</p> <p>responsibility The control we have over our actions and choices.</p> <p>risk A possibility of danger or harm.</p> <p>safety Being protected or kept safe from danger, risk or harm.</p> <p>wellbeing How comfortable, happy and healthy we feel and how able we are to cope with daily life.</p> <p>Injuries and Emergencies We can learn how to recognise an emergency situation and respond and react appropriately, including calling the emergency services. There are two numbers we can call to reach the emergency services: 999 and 112. After checking if it is safe to help a casualty, we should follow DR ABC (Danger, Response, Airway, Breathing and Circulation) to help us decide the best course of action. First aid involves being one of the first people at a scene when someone is injured or ill and using techniques for dealing with common injuries and illnesses.</p>
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How can you stay safe in the winter months?

Events

Christmas Adventure at St Johns Church Friday 5th December
Christmas Parties Thursday 18th December
Christmas Fair Friday 5th December Main Site