



2018/2019

Year 4 Autumn Term

The Shang Dynasty and Asia

- 1. When did the Shang Dynasty exist?*
- 2. Why was the discovery of the tomb of Fu Hao a significant event in history?*
- 3. How were the lives of people different according to the Shang Dynasty hierarchy?*
- 4. Which hemisphere and time zone is Asia in?*
- 5. What are some of the differences between the UK and Singapore?*
- 6. How are Singapore and India (New Dehli) similar and different?*

As writers we will...

- ✓ ...write warning based stories.
- ✓ ...create characters and develop them throughout the text.
- ✓ ...write diary entries from the perspective of various characters from the class text
- ✓ ...write quest based stories.
- ✓ ...use imaginative description within the stories to add detail to interest the reader.
- ✓ ...develop our understanding of various aspects of the Year 4 Grammar, Punctuation and Spelling Curriculum (including word types, sentence types and tenses).
- ✓ ...write instructions.

As writers in topic we will...

- ✓ ...write newspaper reports providing an account of the discovery of artefacts from the Shang Dynasty.
- ✓ ...write diary extracts from the perspective of different people.
- ✓ ...write non-chronological reports about the different stages of the hierarchy
- ✓ ...write letters of persuasion.
- ✓ ...write travel brochures or advertisements.

As artists we will...

- ✓ ...create images and designs using a range of stimuli, including the class text.
- ✓ ...use various techniques including using 'glue' and paints to create a batik pattern.
- ✓ ...learn about the work of James McNeill Whistler

In ICT we will...

- ✓ ...learn how to construct and organise word documents.

As mathematicians we will...

- ✓ ...count in multiples of 6, 7, 9, 25 and 1000.
- ✓ ...find 1000 more or less than a given number.
- ✓ ...count backwards through zero to include negative numbers.
- ✓ ...recognise the place value of each digit in a four digit number.
- ✓ ...order and compare numbers beyond 1000.
- ✓ ...identify, represent and estimate numbers using different representations.
- ✓ ...round any number to the nearest 10, 100 or 1000.
- ✓ ...solve number and practical problems.
- ✓ ...read Roman Numerals to 100 (I to C).
- ✓ ...add and subtract numbers with up to four digits using formal written methods and including two-step problems in contexts.
- ✓ ...estimate and use inverse operations to check answers.
- ✓ ...convert between different measures and measure and calculate the perimeter of rectangles.
- ✓ ...recall and use multiplication and division facts up to 12×12 .
- ✓ ...use place value, known and derived facts to multiply and divide mentally.
- ✓ ...solve problems involving multiplying and adding, including the distributive law.

Our Whole Class Text is...

- ✓ ...The Firework Maker's Daughter by Phillip Pullman

As musicians we will...

- ✓ ...listen to and appreciate music from a wide range of genres.
- ✓ ...identify a range of instruments from the various 'families of instruments' whilst listening to the music.
- ✓ ...sing a variety of songs in unison and in rounds.
- ✓ ...learn to read music and understand the various symbols and notations.
- ✓ ...play a range of brass instruments.

In DT we will...

- ✓ ...further develop our understanding of circuits within the context of everyday products.
- ✓ ...design a product to suit a purpose and include a working circuit with a switch.
- ✓ ...create a model of our final design and evaluate its effectiveness.

As geographers we will...

- ✓ ...name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- ✓ ...use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- ✓ ...ask and answer geographical questions about physical and human characteristics of a location.
- ✓ ...describe geographical similarities and differences between countries.

As historians we will...

- ✓ ...place events, artefacts and historical figures on a timeline using dates.
- ✓ ...use evidence to ask questions and find answers to questions about the past.
- ✓ ...suggest suitable sources of evidence for historical enquiries.
- ✓ ...use more than one source of evidence for historical enquiry in order to get a more accurate understanding of history.
- ✓ ...describe the social, ethnic, cultural or religious diversity of past society.
- ✓ ...describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.

As scientists we will...

- ✓ ...identify whether or not a lamp with light in a simple series circuit based on whether or not a lamp is part of a complete loop with a battery.
- ✓ ...recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- ✓ ...recognise some common conductors and insulators and associate metals with being good conductors.
- ✓ ...identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups.
- ✓ ...give reasons for classifying plants and animals based on specific characteristics.
- ✓ Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.