At Bedford Drive Primary, children will be taught with a skills based approach in order to deepen their understanding and develop a mastery approach to their learning. There may be times where topics are used to engage the children, but we will also be looking at relevant and current events in order to get the best learning from our children.



**As writers we will:**

* Organise paragraphs around a theme.
* In narratives, creates settings, characters and plot.
* Proof-read for spelling and punctuation errors.
* Use standard English
* Use fronted adverbials
* Can choose appropriate word choices to aid cohesion and avoid repetition.
* Uses inverted commas and other punctuation to indicate direct speech
* Create a narrative story
* Create a non-chronological report

**As mathematicians we will:**

* Learn to count in 100s,1000s, 25’s, 10s, 1s
* Use place value to solve a range of problems
* Compare and order numbers
* Round numbers to estimate
* Learn to add and subtract using renaming if required
* Learn to multiply and divide using 6,7,9,11,12.
* Multiply three numbers.
* Multiply multiples of 100.
* Solve word problems using all four operations
* Learn formal compact methods for multiplication and division.
* Learning to divide with remainders.

**Year 4**

**Autumn Term Skills**

**As readers we will:**

* Apply a growing knowledge of root words, prefixes and suffixes
* Read aloud and to understand the meaning of new words that are met
* Listen to and discuss a wide range of books
* Identifies themes and conventions in a wide range of books
* Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justify our ideas using evidence
* Predict what might happen fromdetails stated and implied
* Identify main ideas drawn from more than one paragraph and summarises these

**As historians we will:**

* Place events from historical period studied on a time line
* Use terms related to the period and begin to date events.
* Understand more complex terms e.g. BCE/AD
* Describe a study of Anglo-Saxon life and achievements and settlements
* Communicate own learning in an organised and structured way, using historical terminology
* Begin to evaluate the usefulness of different sources
* Understand that sources can contradict each other
* Use of text books and historical knowledge Britain’s settlement by The Anglo Saxons and Scots.
* (Local study Thingwall).

**As people interested in the world we will:**

**Examine Angels**

* Can the child give a simple idea of what angels may look like?
* Explains how he/she got their ideas about what an angel looks like.
* Can identify some differences between some angels/encounters with angels from Christianity/Islam/Judaism
* Shows an awareness of how and why angels appear to people.
* Begins to understand the importance of angels and their work, for believers, and the reactions of those who encounter angels.

**Understand the shepherd’s story:**

* Can retell the Shepherds’ Story and know it is only found in Luke’s Gospel.
* Ask questions about how they’d feel if the angels had appeared to them.
* Can reflect on whether this event changed their lives.
* Make links to other parts of the Christmas story and ask questions about why God told such ordinary people about Jesus’ birth (he came to be with people like them)

**Special Places:**

* Show some understanding of why a place/building is special.
* Know what is special about a place of worship and why they are special to certain people.
* Share what they like about their own special places e.g. home, Brownies, football club etc.
* Recognise and name some special places for major world religions.
* Produce a leaflet/guide about a special place or feature in a ‘holy’ place.
* Offer reasons as to what makes a ‘special’ place for religious worshippers

**As speakers of French:**

* Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.
* Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.
* Ask and answer a range of questions on different topic areas.
* Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.
* Follow the written version of a text he/she is listening to.
* Write words and short phrases from memory.

**As designers we will:**

**Food and nutrition**

* To design, plan and evaluate a seasonal soup
* Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active.
* Understand seasonality and the advantages of eating seasonal and locally produced food.
* Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.

**As geographers we will:**

* Describe human features of UK regions, cities and /or counties
* Understand the effect of landscape features on the development of a locality
* Describe how people have been affected by changes in the environment
* Explain about key natural resources e.g. water in the locality
* Describe human features of UK regions, cities and /or counties
* Understand the effect of landscape features on the development of a locality
* Explore weather patterns around parts of the world. Know how the locality is set within a wider geographical context
* Demonstrate knowledge of features about places around him/her and beyond the UK

**As artists we will:**

* Keep ideas in a sketchbook and try to reproduce using different media
* Look for patterns in the work of many different artists/cultures
* Create patterns using a variety of geometric shapes and repeat to produce a border pattern
* Make a simple repeat pattern using a variety of lines
* Draw simple outlines of observed objects in the environment using different media
* Experiment with different lines and discuss the effect they have created, wavy lines for movement, short lines to represent fur etc.
* Look at how different artists use lines; experiment using some of their techniques
* Articulate how he/she might improve their work using technical terms and reasons as a matter of routine
* Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied
* Talk about light and dark

**As musicians we will:**

* Listen and appraise – use musical language
* Compose and perform, including improvisation
* Copy increasingly challenging rhythms
* Listen to and recall sounds with increasing aural memory

**As athletes we will:**

* Participate in team games.
* Develop simple tactics for attacking and defending.
* Play competitive games, modified where appropriate.
* Succeed and excel (in competitive sport) and other physically demanding activities.
* Compete in a range of increasingly challenging situations.

**As scientists we will:**

**States of matter**

* compare and group materials together, according to whether they are solids, liquids or gases
* observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
* identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
* 1 asking relevant questions and using different types of scientific enquiries to answer them.
* 2 setting up simple practical enquiries, comparative and fair tests.
* 3 making systematic and careful observations and, were appropriate taking accurate measurements using standard units, using a range of equipment, thermometers and data loggers.
* 4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
* 5 recording findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
* 6 reporting on findings from enquiries, including oral and written explanations, displays of presentations of results and conclusions.
* 7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
* 8 identifying differences, similarities or changes related to simple scientific ideas and processes.
* 9 using straight forward scientific evidence to answer questions or to support their findings.

**As computer whizzes we will:**

**E-Safety and Online Communication**

* Be able to upload work to a learning platform and know that it is important to consider the quality of work before posting to be seen by others
* Understand and be able to talk about and how to use the Internet safely
* Know that the internet has potential dangers and be able to explain how to keep yourself safe online
* To be able to save work to both personal and shared areas and know the benefits of each***.***
* Understand that the school’s Learning Platform is a safe enclosed environment, but it is important to keep passwords and other personal information secure

**Coding:**

● Know that groups of instructions can be named as a procedure.

● Use and change a pre-written procedure.

● Know that procedures can call on other procedures.

● Begin to predict, program, test and amend longer sequences of linked instructions to achieve an intended objective.

● Understand that many real-world devices (such as traffic lights, washing machines) are controlled using computer programs.

● Be able to make use of sensors as part of a linear program in a planned way.

**Word Processing/Draw:**

* Be able to evaluate a range of electronic multimedia, appropriate to task e.g website, photostory, leaflet, and recognise key features of layout, design and presentation
* With support, plan the structure and layout of document or presentation
* When typing, begin to hold two hands over different halves of the keyboard and use more than two fingers to enter text
* Be able to import a photograph, explore the effects which can be created and use a range of visual effects such as filters, hues and painting over photographs to give different effects

**Books we will use to engage our learners:**

  

**To promote SMSC we will:**

* Explore values and beliefs
* Know what makes them and others happy
* Reflect on our lives
* Respect others