



# YEAR FOUR (4) AUTUMN TWO – WHAT WILL YOUR CHILD LEARN THIS HALF TERM?

## ENGLISH

**Key Question:**  
*Why and how do we adapt our writing for different purposes?*

- Discussing the themes and messages in these stories and the amazing power of Scheherazade.
- Exploring impersonal style of writing in a range of texts and understanding how it is different from personal recounts.
- Identify the structural and language features of impersonal recounts and newspaper reports.
- Explain the purpose of writing impersonal recounts and newspaper reports.
- Explain similarities and differences between the two types of texts.
- Recognise how a personal recount differs from an impersonal recount and explain why.
- Identify the structural and language features in personal diaries which chart a series of events.
- Write in a formal and impersonal style, selecting and using the appropriate vocabulary and phrases.

## MATHEMATICS

**Key Focus:**

**Addition and Subtraction:**

- Using column method to add and subtract numbers.
- Using the RUCSAC method to solve word problems involving addition and subtraction.
- Solve reasoning questions on addition and subtraction.

**Multiplication and division:**

- Multiply a given number by a 2 digit number using the column method.
- Solve word and reasoning problems involving multiplication and division.
- Solve division sums with remainders.

## SCIENCE

**Key Question:**  
*Animals can live anywhere. Is this statement true?*

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Explore different habitats.
- Explain the meaning of habitat and adaptation and apply it to their work.
- Understanding why certain species are endangered.
- Recognise ways in which living things and the environment need protection.
- Identify the effect of changes to the habitat on some organisms.

## HISTORY

**Key Question:**  
*How was Islamic civilisation more advanced than that of Britain?*

- Locating early Islamic Empire in time and place
- Explaining the origins and development of Islam in the 7th century.
- Explaining what can be learnt about Islam from the way they set up the capital at Baghdad and recalling some key facts.
- Understanding why Baghdad was a major city of learning and printing.
- Exploring the House of Wisdom and understanding how it became a centre for learning.
- Learning about the Prophet Muhammad and his innovations.

## RELIGIOUS EDUCATION

**Christianity (continued):**

- Explore Easter as an event celebrated by Christians.
- Understanding the true meaning of Christmas.
- Explaining the Holy Bible.
- Understanding the symbols and rituals used by Christians.
- Demonstrating my understanding of the Ten Commandments.
- Exploring some basic ideas about what Christians belief about the after life and death.

## PSHE

**Key Question:**  
*Safe Guarding/Being safe:*

- Understand what bonfire night is and why it is celebrated.
- Explaining the importance of Remembrance Day.
- Exploring what mental health is and explaining its importance.
- Learning about bullying and cyber bullying.
- Sharing our knowledge about British Values.



## ART & DESIGN

**Key Question:**  
**Islamic Art:**

- Exploring artists who use Islamic art structures in their work.
- Understanding the visual structures of Islamic art: geometric patterns, vegetal patterns and calligraphy.
- Use given templates to create their own design for their religious symbols.
- Creating their own Islamic art piece.

## PHYSICAL EDUCATION

**Key Question:**  
*What skills and techniques can I use to create/choreograph a dance performance?*

- Begin to vary dynamics and develop actions and motifs in response to stimuli.
- Demonstrate rhythm and spatial awareness.
- Change parts of a dance as a result of self-evaluation.
- Use simple dance vocabulary when comparing and improving work.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**MUSIC** – Further developing Glockenspiel skills.

**ICT** – Coding: Designing, testing and debugging codes. Learning various techniques in relation to coding such as IF statements and coordinates.