

## Our Big Question

What makes London a great capital city?



### As geographers we will:

- Learn about London, identifying key features.
- Name counties and cities in the UK.
- Practice our geography skills in mapping.
- Learn and practise geographical vocabulary.
- Identify patterns and contrasts between capital cities.
- Plan our journey to London.
- Explain why people are attracted to live in London.

### As designers we will:

- Learn about how food gets from farm to fork.
- Design and make our own London cup cakes and packaging.

## YEAR 4

### As artists we will:

- Create red, black and white London pictures based on the work of Guy Catlin.
- Use layering techniques to create a London scene.

### As Sportspeople we will:

- Learn invasion game skills.
- Choose tactics for defending and attacking.
- Continue our swimming lessons

### As musicians we will:

- Develop our singing techniques.
- Listen to music by different artists and composers and see how musical styles have been influenced.
- Perform in assemblies.

### As scientists we will:

- Biology—animal classification, adaptation and habitats.
  - Investigate sound.
  - Carry out sound investigations.
  - Link sound to real life situations.
- We will study this using our five types of enquiry. Research, fair testing, observation over time, pattern seeking, identifying, classifying and grouping.

### As computer programmers we will:

- Develop our knowledge of e-safety.

### Take One Picture:

- Study the work of Henri Rousseau.
- Create 3D tiger pictures.
- Write powerful verb—tiger poems.

## As writers we will:

- Write non-chronological reports linked to tigers.
- Write stories with historical settings and a London based setting.
- Create and recite Magic Box poetry.

## As linguists we will:

- Develop our knowledge of the French language.
- Buildings, colours, animals.
- Adjectives that precede a noun.
- Verbs, sentence starters.
- Months
- Sing songs in French.
- Learn chants and rhymes.
- Ask and answer questions.
- Phrases of celebration.
- Phrases of greetings.

## As SPaG collectors we will:

- Write sentences with more than one clause, fronted adverbials, carefully selected nouns and pronouns and expanded noun phrases.
- Use direct speech and apostrophes to mark plural possession.
- Write in well organised paragraphs.
- Learn different strategies to help with our spelling.
- Learn words from our Year group statutory word list.
- Words ending in sure.
- Homophones

A parents' meeting will be held during the term for anyone who wishes to know more about the spelling and grammar content in Year 4.

Don't forget that you can keep up to date with any changes on Frog!



## As mathematicians we will:

- Understand the place value of numbers.
- Make calculations involving addition, subtraction, multiplication and division.
- Order and compare numbers beyond 1000.
- Round any number to the nearest 10, 100 or 1000.
- Find 1000 more or less than a number.
- Explain the relationship between addition and subtraction.
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Add two numbers with four digits together using column addition without exchange.
- Identify near doubles.
- Count up or back through next multiple of 10, 100, and 1000.
- Extend understanding of multiplication and division.
- Use doubling and halving of two-digit numbers, e.g.  $\times 4 = \text{double}$
- Recall multiplication and division facts up to  $12 \times 12$ .
- Recognise and use factor pairs .
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout (approximating first).
- Solve problems one-and two step problems involving the four operations.
- I can count up and down in hundredths.
- Recognise that hundredths arise when dividing an object by hundred and dividing tenths by 10.
- Round decimals with one decimal place to the nearest whole number.
- Compare numbers with the same number of decimal places up to two decimal places.
- Know  $1/10$  is 0.1 and  $2/10$  is 0.2 up to  $10/10$ .