

As geographers we will:

- Learn about London, identifying key features and attractions.
- Locate the main cities in the UK.
- Practise our geography skills in mapping.
- Learn and practise geographical vocabulary..
- Plan a journey to London.
- Explain why people are attracted to live in London.

As historians we will:

- Research to find answers to specific historical questions.
- Learn how historic items and artefacts have been used to build up a picture of life in the fact.
- Create a timeline of London.

As sportspeople we will:

- Choose tactics for defending and attacking in invasion games.
- Swimming lessons - if permitted.

As designers we will:

Design and make our own London cup cakes and sandwiches, in the style of an afternoon tea.

YEAR 4

Our Big Question

What makes London a great capital city?



As artists we will:

- Experiment with the styles used by other artists.
- Use artistic techniques to create a London scene.

Take One Picture:

- Explore collage/window views.
- Write magic island poems.
- Coordinates work.

As musicians we will:

- Develop our singing techniques.
- Learn and sing songs from memory linked to our harvest assembly.
- Listen to music by different artists and composers and see how musical styles have been influenced.
- Identify and describe the different purposes of music.

As scientists we will:

- Learn how sound is made.
- Learn how sound travels.
- 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.
- Use the computer to become meteorologists.
- Collect and represent data.

As writers we will:

- Write a range of poems that create images.
- Write stories with a London setting.
- Learn about different word types.
- Use fronted adverbials in our writing to add description.
- Use and correctly punctuate direct speech.

As linguists we will:

- Develop our knowledge of the French language.
- Learn vocabulary for buildings, colours, animals.
- Ask and answer questions.
- Learn and use vocabulary relating to around our town.
- Have a basic conversation about where things are in a town.
- Design and map our own French town.

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
- Bridge any gaps from Summer Term

In speaking and listening we will:

- Learn and recite a variety of poetry.
- Begin to use intonation during reading.

PSHE

- We will explore "Being Me."
- We will learn that our attitudes and actions make a difference to others.

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 column 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. $\times 2 =$ double
- Recall multiplication and division facts up to 12×12 .
- 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 $10/10$.
- Bridge any gaps from Year 3