

Maths

Read and write numbers up to 1000 in numerals and in words. Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number.

Find 1000 more or less than a given number.

Recognise the place value of each digit in a 3 digit number.

Recognise the place value of each digit in a 4 digit number.

Order and compare numbers to 1000.

Order and compare numbers beyond 1000.

Count from 0 in multiples of 50 and 100

Count in multiples of 6, 7, 9, 25 and 1000

Solve number problems and practical problems involving these ideas.

Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

Count backwards through zero to include negative numbers.

Round any number to the nearest 10, 100 or 1000

Round decimals with one decimal place to the nearest whole number.

Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed

Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

Estimate the answer to a calculation and use inverse operations to check answers.

Estimate and use inverse operations to check answers to a calculation.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.



Literacy

Adventure stories/ Time travel/Classics -The Lion Witch and The

Wardrobe/Non-fiction factual - Stonehenge

- Listen to or read and discuss a wide range of fiction, non-fiction and reference texts
- Identify themes and conventions in a wide range of drama, films and books
- Carry out research and create information texts using simple organisational devices
- Write recounts, letters or postcards, articles and persuasive texts learning to organise paragraphs around a theme
- Write narratives ,creating settings, character and plot
- Expanding in writing nouns phrases with modifying adjectives
- Use fronted adverbials to develop sentence variation and appropriate detail
- Use inverted commas and other punctuation to indicate direct speech



MFL

French - To develop skills in speaking, listening, reading and writing

- Topics include animals, home, family and holidays

PSHE

- Relationships with others and how to show feelings.

History

Changes in Britain from the

Stone Age to the Iron Age (*Term 1 and 2 will be from Stone Age to Bronze Age*)

Children will:

- Arrange events from the past in chronological order
- Understand who were the first people in Britain
- Understand how we know about people from the past
- Look at Skara Brae and Stonehenge
- Technology and travel for these periods to make comparisons with present time.
- Understand how the invention of the wheel in the bronze age period transformed transport

Geography

- Name and locate counties and cities of the UK- use land patterns and see how these changed over time(Ice Age into Stone Age to present day)
- Describe and understand key aspects of human geography including: types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water

Would it be good
to be a time
traveller?

Class 2

Terms 1, 2

Science - Light

- Recognise that we need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect our eyes
- Recognise that shadows are formed when the light from a light source is blocked by a solid object
- Find patterns in the way that the size of shadows change

Year 4s

- Recognise light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them



Music

- To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- To sing with increasing confidence and control

Art

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials(e.g. pencil, charcoal, paint and clay)

Computing

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour and how to report concerns

DT

- To use the design, make and evaluate process when looking at the invention of the early wheel. (produce a working prototype or model)

PE

- Take part in outdoor adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvements to achieve their personal best

RE

To explore and make comparisons in Judaism looking at worship in the synagogues

Enrichment

Visit to transport museum and RHD railway links with early travel and comparisons

OBJECTIVES