

Year 4: Maths: Learning Journey 1: Autumn: Place Value

What I already know:

I know what each digit in a 3-digit number is worth.
I can compare and order numbers up to 1,000.
I can identify, represent and estimate numbers using different representations.
I can read and write numbers up to 1,000 in numerals and in words.
I can solve number problems and practical problems involving these ideas.

Key Vocabulary:


ones, tens, hundreds, thousands, zero, place value, place value holder, value, digit, numeral, identify, represent, representations, estimate, partition, part-whole model, expanded form, divide, interval, midpoint, multiples, relationship, generalise, more, less, exchange, inequality symbols, order, compare, ascending, descending, Roman numerals, rounding.

To represent numbers to 1,000 using different representations.

To recognise the place value of each digit in a 3-digit number.

To use number lines to identify, represent and estimate numbers to 1,000.

To count in multiples of 1,000.


$$1+2=3$$

To order and compare numbers beyond 1,000 using number lines.

To find 1, 10, 100 or 1,000 more or less than a given number.

To recognise the place value of each digit in a 4-digit number



To order and compare numbers beyond 1,000

To read Roman numerals to 100.



To round any number to the nearest 10, 100 or 1,000.

What I need to remember:

To represent numbers in different ways.
To know the value of each digit in a 3 or 4-digit number.
To order, compare and round numbers using number lines.
To find 1, 10, 100 and 1,000 more or less we just change one digit.
To recognise Roman numerals to 100.
Understand how to round numbers to the nearest 10, 100 and 1,000.



Year 4 Maths: Learning Journey 2: Autumn: Addition and Subtraction

What I already know:

I know number bonds to 10.
I can add and subtract 2-digit and 3-digit numbers.
I can exchange when adding and subtracting.
I can use inverse operations to check my answers.

Key Vocabulary:

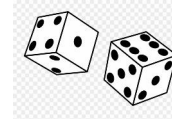
add, plus, more, subtract, takeaway, less, ones, tens, hundreds, thousands, columns, digit, exchange, efficient, check, inverse.

To add and subtract
1s, 10s, 100s and
1,000s.

To add two 4-digit
numbers without
exchanging.

To add two 4-digit
numbers including
exchanging.

To add two 4-digit
numbers including
more than one
exchange.



To subtract two 4-
digit numbers
including more than
one exchange.

To subtract two 4-
digit numbers
including exchanging.

To subtract two 4-
digit numbers without
exchanging.



To develop fluency
and efficiency with
subtraction
calculations.

To estimate and use
inverse operations to
check answers to a
calculation.

What I need to remember:

To use formal methods for addition and subtraction of 4-digit numbers.
To exchange when adding and subtracting (sometimes more than once).
To use the most efficient method to subtract.
To use inverse operations to check calculations.



Year 4: Maths: Learning Journey 3: Autumn: Area

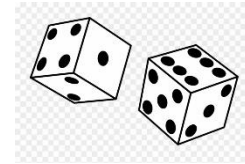
What I already know:

I understand different units of measurement.
I can add numbers mentally.
I can draw shapes using a ruler.

Key Vocabulary:

area, length, width, squares, rectilinear, compare.

To understand what area is and how to calculate it.



To find the area of a rectilinear shape by counting squares.

To make rectilinear shapes with a given area.



What I need to remember:

To know what area is and how it is calculated.
To explain what a rectilinear shape is.
To calculate area by counting squares.
To draw rectilinear shapes with a given area.
To compare the area of rectilinear shapes by accurately counting squares.

To compare the area of different rectilinear shapes.



Year 4: Maths: Learning Journey 4: Autumn: Multiplication and Division A

What I already know:

I can use sharing and grouping to solve multiplication and division problems.
I can recall times tables facts for the 2, 3, 4, 5, 8 and 10 times tables.
I can multiply small numbers mentally.

Key Vocabulary:

multiply, divide, multiplication, division, factors, multiples, commutative, digit sum, share, group, inverse operation, partitioning, fact families.

To multiply and divide by 6.



To know 6 times table and division facts.

To multiply and divide by 9.



To know 9 times table and division facts.

To know 7 times table and division facts.

To multiply and divide by 7.

To recall 3, 6 and 9 times table facts.

To know 11 and 12 times table and division facts.



To multiply by 1 and 0.

To divide a number by 1 and itself.

To multiply 3 numbers mentally.

What I need to remember:

To recall times tables to 12x12 fluently.
To apply my understanding of times tables in different contexts.
To find patterns and connections between times tables.
To know what happens to a number when it is multiplied by 1 or 0.
To know what happens to a number when it is divided by 1 or itself.
To multiply 3 numbers mentally.



Year 4: English 1: Learning Journey: Autumn: Leaflet

What I already know:

- I can write a clear introduction.
- I can organise my writing using paragraphs and subheadings.
- I can use adverbials to express cause and time.
- I can use simple and complex sentences.

Key Vocabulary:

Introduction, conclusion, paragraphs, cohesion, subheading, topic sentences, embedded clause, relative clause, adverbs, rhetorical question, noun phrase, preposition, conjunction, apostrophe, singular, plural, possessive, inverted commas, Africa, veld, safari, wilderness, adventure.

To recap simple, compound and complex sentences.

To use embedded and relative clauses.



To write an introductory paragraph for a persuasive leaflet.

To explore the features of a leaflet.



To organise the remainder of the leaflet using organisational devices.

To draw my ideas together with a conclusion.

What I need to remember:

Genre

SPAG

To write a clear introduction and conclusion.
To use persuasive devices such as rhetorical questions and key facts.
To shape my writing using structural devices.

To vary sentence structure and include embedded/ relative clauses.
To use expanded noun phrases.
To use inverted commas to indicate direct speech.



Year 4: English 2: Learning Journey: Autumn: Narrative Poetry

What I already know:

I can use a range of adjectives to describe.
I can include similes in my writing.
I can organise my ideas into verses when writing poetry.
I can read poetry aloud using expression.

Key Vocabulary:

adjectives, simile, alliteration, repetition, expanded noun phrases, narrative, perform, audience, expression, actions, mood, verse, nature, seasons, autumn, spring, summer, winter

To use poetic terms when discussing new poetry.

To prepare a poem to read aloud.



To make comparisons between two poems.

To understand the vocabulary associated with autumn.

To understand the features of a narrative poem.



To write expanded noun phrases.

To write similes.

What I need to remember:

Genre

To use verses to group related sentences.
To use poetic devices including similes and alliteration.
To use figurative language including similes.

SPAG

To vary sentence type for effect.
To use fronted adverbials.

To write and publish a nature poem.



Year 4: English 3: Learning Journey: Autumn: Descriptive Writing

What I already know:

- I can use adjectives to describe.
- I understand the context of the setting being described.
- I can use expanded noun phrases.
- I can write in role as a given character.

Key Vocabulary:

Africa, veld, adjectives, compound sentences, complex sentences, relative clause, relative pronoun, expanded noun phrase, first person.

To understand the context of the Butterfly Lion.

To understand vocabulary associated with lions and their habitat.



To identify and use expanded noun phrases.

To build a character description.

To write similes.



To use show not tell sentences to express the emotions of a key character.

What I need to remember:

Genre

- To write in the first person.
- To use expanded noun phrases.
- To use figurative language including similes.

SPAG

- To use different sentence types.
- To extend a range of sentences using a wide range of conjunctions.

To plan, draft and publish a setting description from the perspective of a key character.



Year 4: English 4: Learning Journey: Autumn: Instructions

What I already know:

I can use imperative verbs.
I can use conjunctions and adverbs to express time and cause.

Key Vocabulary:

imperative verb, conjunction, adverb, adverbials, time, cause, adjectives, complex sentences, rhetorical question, structure, advice, hints, tips, subheadings, organisational devices.

To identify and use fronted adverbials.

To write an introduction to engage the reader.

To use organisational devices to write a set of instructions.

To identify the key features of instructions.



What I need to remember:

Genre

To outline a set of ingredients and equipment clearly.
To shape my writing using structural devices.
To engage the reader using friendly tips/suggestions.

SPAG

To vary sentence structure including complex sentences.
To use imperative verbs.
To use adverbs/conjunctions to express time and cause.



Year 4: English 5: Learning Journey: Autumn: Playscripts

What I already know:

I can explain what the purpose of a playscript is.
I can produce a simple performance using a playscript.

Key Vocabulary:

colon, brackets, dialogue, stage directions, characters, performance, expression, intonation, actions.

To explore the functions of a colon.

To use brackets for parenthesis.



To engage with a picture book.

To write a short narrative based on a picture book.

To understand the features of a playscript.



What I need to remember:

Genre

To start a new line for each new speaker.

To use brackets to indicate stage directions.

To organise script into scenes.

SPAG

To use a colon after the name of a character.

To write a play script for the second scene of a play.



Year 4: History: Learning Journey: Autumn: Anglo Saxons and Bamburgh Bones

What I already know:

I can order historical events chronologically.
I understand what Christianity is and what beliefs different people have.
I can explain where Anglo Saxons settled in my locality.

Key Vocabulary:

invade, empire, settlement, pagans, conversion, monk, monastery, hermit, missionary, raid, heathen, Bamburgh, culture, Christianity, historians, chronological.

To understand who the Anglo Saxons were and why they came to Britain.

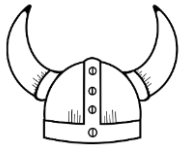


To understand what life was like in an Anglo Saxon settlement.



To understand how Christianity arrived in Anglo-Saxon England.

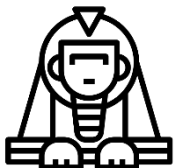
To understand what impact the monks of Lindisfarne had on the local and wider community.



To understand the significance of Lindisfarne for the Anglo-Saxons.



To understand what artefacts tell us about Anglo-Saxon culture.



To understand how the Bowl hole burials were discovered and who was buried there.

What I need to remember:

To explain who the Anglo Saxons were and why they came to Britain.
To place the Anglo Saxon period on a timeline.
To explain what life was like in an Anglo Saxon settlement.
To explain what Anglo Saxon culture was like.
To understand how the North East changed in that time period.

Year 4: Geography – Learning Journey: Autumn: Rivers and Mountains

What I already know:

I can name human and physical features of the UK.
I can describe how stacks and stumps are formed.
I can locate continents, countries and cities on a map.

Key Vocabulary:

landform, meander, mountain, mountain peak, mouth, source, waterfall, characteristics, features,

To name and describe mountain ranges in the UK.



To describe the features of mountain landscapes.



Assessment

To describe the journey of a river.

To describe what a landform is and how it is created.



What I need to remember:

To know the names and features of mountain landscapes in the UK.
To use a map to locate given locations within the UK.
To describe the journey of a river from source to mouth.



Summative Assessment

Year 4: Science: Learning Journey: Autumn: Living Things and Their Habitats

What I already know:

I can describe animals according to what they eat.
I can construct simple food chains.
I can explain what animals including humans need to survive.

Key Vocabulary:

organism, sort, group, criteria, Venn diagram, Carroll diagram, variation, classification, vertebrates, invertebrates, amphibians, mammals, reptiles, fish, birds, specimen, thorax, abdomen, antenna, segmented, plant, non-flowering plant, deforestation, litter, habitat, environment, wildlife, change, danger, endangered, extinct, conservation.

To group animals in a variety of ways.



To group animals according to whether they are vertebrates or invertebrates.



To explore and use classification keys to group, identify and name animals.

To explore and use classification keys to group, identify and name plants according to their physical characteristics.

To explore and use classification keys to group, identify and name plants using increasingly more complex categories.

To recognise that environments can change and that this can sometimes pose danger to living things.

Assessment

To explore and use classification keys to help group, identify and name a variety of living things in our local and wider environment.
(Revisit in Spring and Summer term)

What I need to remember:

To recognise that living things can be grouped in a variety of ways.
To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
To recognise that environments can change and that this can sometimes pose dangers to living things.
To recognise dangers to the local environment and to think about what we can do to improve the environment.



Year 4: Computing: Learning Journey: Autumn: Computing Systems and Networks - The Internet

What I already know:

I can access the internet on different devices.
I can use the World Wide Web to use different platforms and to find information.
I am beginning to discuss what information/ websites are reliable.

Key Vocabulary:

Internet, network, router, network security, network switch, server, wireless access point (WAP), website, webpage, web address, routing, web browser, content, links, files, sharing, ownership, permission, information, sharing, accurate, honest, adverts.

To describe how networks connect to other networks.

To recognise how networked devices make up the internet.



To outline how websites can be shared via the World Wide Web.

To describe how content can be added to and accessed on the World Wide Web.

To recognise how the content of the WWW is created by people.

To evaluate the consequences of unreliable content.

What I need to remember:

To understand how a network can share a message with another network.
To understand how to keep a network safe.
To describe the parts of a network.
To explain that the WWW is a part of the internet.
To know the difference between a website and a webpage.
To know where websites are stored.
To identify the key parts of a website.
To create content.
To ask questions about whether content is reliable.



Year 4: Computing: Learning Journey: Autumn: Creating Media - Auto Editing

What I already know:

I can use a range of digital devices.
I can save my work and explain why this is important.

Key Vocabulary:

audio, record, playback, microphone, speaker, headphones,
input, output, start, pause, stop, podcast, save, file, edit,
selection, open, save, mixing, time shift,

To identify that sound
can be digitally
recorded.

To use a digital device
to record sound.



To explain that a
digital recording is
stored as a file.

To explain that audio can
be changed through
editing.

To show that different
types of audio can be
combined and played
together.

To evaluate editing
choices made.

What I need to remember:

To explain why I need to consider who owns audio and whether I have the right to reuse it.
To save a digital recording as a file.
To open a digital recording from a file.
To use editing tools to arrange sections of audio.
To explain that digital recordings need to be exported to share them.
To discuss the features of a digital recording I like.



Year 4: Art and Design: Learning Journey: Autumn: Rivers

What I already know:

I know the primary, secondary and tertiary colours.
I know how to create different textures with different media.
I know how to add texture to surfaces.

Key Vocabulary:

Sketch, colour, tone, blend, light, dark, textile, ink, paper, canvas, background, foreground, midground, mood, atmosphere, compare, different, alike, pattern, realism, abstract, Niger River, West Africa.

To observe the shapes and contours of fish to make accurate drawings.

To experience weaving techniques to create textile works inspired by rivers.



To imagine and explore creating prints inspired by West African textiles.

To create thoughtfully designed pictures combining abstract pattern and realistic fish.

To refine fish compositions to create transfer prints and collage using a range of colours and media.

What I need to remember:

To explore line and shading to create accurate observation drawings.
To use colour and shape to create abstract prints.
To use developing compositional skills to mix patterns and forms.

To reflect on designs and skills to complete and evaluate my final piece.



Year 4: French: Learning Journey: Autumn: Food and Drinks

What I already know

I can repeat words modelled by a teacher using actions.
I can learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.
I can copy simple vocabulary (written).

Key Vocabulary:

J'adore, j'aime, je n'aime pas, je déteste, les pâtes, les carottes, les aubergines, le saumon, les pois, la crème, Je mange, du pain, de la salade, une tomate, du fromage, du beurre, des chips, je bois (I drink), un jus d'orange, un jus de pomme, un jus d'ananas, du lait, de l'eau, un café, un thé.

To write simple words and several short phrases from memory about foods I like and dislike.

To use common phrases to say what I eat for lunch (Je mange).

To use common phrases to say what I like to drink (Je bois).



To produce short pre-prepared phrases on a familiar topic, with secure pronunciation about the seasons.

Assessment: To draw and label different foods and drinks, adding learned words and phrases.



Performance of Christmas song.

To write simple words and several short phrases from memory about foods I like to eat at Christmas (À Noël, on mange du/de la).

Assessment: to draw and label a weather map adding learned words and phrases.

What I need to remember:

To express an opinion about likes and dislikes (J'adore, j'aime, je n'aime pas, je déteste).
To use Je mange to describe what I eat.
To use Je bois to describe what I drink.
To ask what season it is (C'est quelle saison?) and describe different seasons.
To use À Noël, on mange du/de la to describe what I eat at Christmas.

Year 4 Art and Design – Learning Journey: Autumn: Rivers

What I already know:

I know the primary, secondary and tertiary colours.
I know how to create different textures with different media.
I can explore compound shapes and controlled colour palettes.
I can use developing drawing skills for detail and accuracy.

Key Vocabulary:

Sketch, colour, tone, blend, light, dark, textile, ink, paper, canvas, background, foreground, midground, mood, atmosphere, compare, different, alike, pattern, realism, abstract, Niger River, West Africa.

To observe the shapes and contours of fish to make accurate drawings.

To experience weaving techniques to create textile works inspired by rivers.



To imagine and explore creating prints inspired by West African textiles.

To create thoughtfully designed pictures combining abstract patterns and realistic fish.

To refine fish compositions to create transfer prints and collage using a range of colours and media.

What I need to remember:

To explore line and shading to create accurate observation drawings.
To use colour and shape to create abstract prints.
To use developing compositional skills to mix patterns and forms.

To reflect on designs and skills to complete and evaluate my final piece.



Year 4 Design and Technology – Learning Journey: Autumn 1: Building Bridges

What I already know:

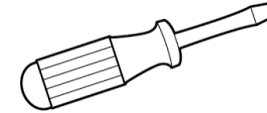
I can evaluate designs and change following feedback.
I can choose from a selection of materials to suit form and function.

Key Vocabulary:

plan, make, cut, rough, uneven, bumpy, lumpy, wrinkly, grainy, pitted, gritty, smooth, waxy, greasy, oily, slippery, firm, solid, pillars, beams, foundation, gaps, constructed, trusses, arches, strengthen, suspension, tension, prototype, brief, criteria, model, stick, glue, saw, material, textile, build, construct, tool, design, develop, function, product, template, mock-up, finish, create, evaluate, compare, equipment, practical.

To explore ways in which pillars and beams are used to span gaps.

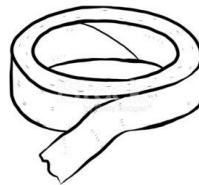
To explore ways in which trusses can be used to strengthen bridges.



To understand how suspension bridges are able to span long distances.

To explore ways in which arches are used to strengthen bridges.

To develop criteria and design a prototype bridge for a purpose.



To analyse and evaluate products according to design criteria.

What I need to remember:

To identify the design features of their products that will appeal to intended user.
To design innovative and appealing bridges that have a clear purpose and that meet the design brief.
To begin to select and use different and appropriate finishing techniques to improve the appearance of a product.

