

## Literacy

### **Reading:**

As readers, we will develop positive attitudes to reading and show an understanding of what we read by listening to and discussing our class novel 'The Boy Who Grew Dragons'. We will also read non-fiction texts linked to our topic of coal mining in the North East.

During Guided Reading sessions, we will use dictionaries to check the meanings of unfamiliar words, identify themes, retell and discuss the texts orally and show our understanding of characters through inference and deduction. We will also look at words and phrases that capture our interest and link specifically to our coal mining topic. When reading aloud to a group, we will begin to show understanding through intonation, tone, volume and action. We will also begin to ask questions about different texts to deepen our understanding of what we have read.

### **Writing:**

As writers, we will write a four-part story with a strong ending based on our class novel 'The Boy Who Grew Dragons'. We will write in first person and use inverted commas correctly to show direct speech. In our writing we will begin to use different sentence openers including fronted adverbials and use paragraphs to organise our ideas. We will also write a recount about the day and the life of a child working in the coal mines. We will ensure we write our recount in chronological order, expressing time place and cause using conjunctions, adverbs and prepositions.

## Science- Living things and their habitats

We will recognise that living things can be grouped in a variety of ways including plants and animals. We will group animals into vertebrates and invertebrates. We will use classification keys to help group, identify and name a variety of living things, with a focus on plants and animals found in the North East. We will also recognise how and why environments can change and that this can sometimes pose dangers to animals and plants.

**Computing:** As computer users, we will recap and consolidate our knowledge of E-safety. We will identify the positive and negative influences of technology on health and the environment. We will also show an understand of the importance of balancing game and screen time with other parts of their lives.

**History:** As historians, we will explore coal mining in the North East and what it was like being a coal mining family. We will investigate why coal mining was so important to the North East and conduct a local study on the life of a mining family, comparing and contrasting it to family life today.

**Geography:** We will locate countries and cities of the UK and look at geographical features including how the rivers were used for mining and how the North East changed with the invention and expansion of the railway. We will use fieldwork to observe, measure, record and present the human and physical features in the local area.

# Year 4 Autumn 1 Striking Coal!



## Numeracy

### **Place Value:**

As mathematicians we will: count in multiples of 6, 7, 9, 25 and 100; find 1000 more or less than a given number; count backwards through zero to include negative numbers; recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) and order and compare numbers beyond 100; identify, represent and estimate numbers using different representations; round any number to the nearest 10, 100 or 1000; Solve number and practical problems that involve all of the above and with increasingly large positive numbers; read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

### **Addition and Subtraction:**

We will add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate; estimate and use inverse operations to check answers to a calculation; solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.

## Discrete

**In Religious studies,** we will be learning all about the religion of Hinduism and look at how the festival of Diwali is celebrated.

**In PSHE,** we will take part in creating class rules and understand why rules are in place (not just in school) and what happens if we don't follow the rules. We will also recap on the 5 Rs and how we can practise these in school including how to build positive friendships and how to resolve issues.

**As linguists,** we will listen carefully and pronounce unfamiliar words with increasing accuracy in the context of where people live. We will then describe our town by repeating and responding to key words and phrases. In the context of numbers, we will look at counting in 10s and up to 100 in French.

**Music:** As musicians we will focus on folk music and listen to musicians who wrote and sang about mining such as Ed Pickford and David Alexander. We will use our voices and play instruments with increasing accuracy to develop our understanding of musical composition.

**Art:** We will look at the local mining artist Norman Cornish. Using photographs, we will produce pastel and charcoal drawings of miners, collieries and equipment related to mining. We will also draw miners houses and compare them to modern buildings.

**PE** We will use tennis balls to develop the consistency of throwing and catching skills. We will develop batting skills in rounders using tennis rackets. We will develop a range of fielding techniques. We will develop the understanding of the rules of rounders.