



Beech Class

Term 2



English

Spelling

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.

Writing - Vocabulary, Grammar and Punctuation

- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Using commas to clarify meaning or avoid ambiguity in writing
- Using brackets, dashes or commas to indicate parenthesis
- Using conjunctions, adverbs and prepositions to express time and cause *
- Using fronted adverbials. *

*(*Targets taken from the Year 4 English Curriculum)*

Writing - Composition

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form
- Noting and developing initial ideas, drawing on reading and research where necessary.

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proof-read for spelling and punctuation errors.

Spoken Language

- Listen and respond appropriately and selectively to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build a vocabulary of increasing breadth and depth
- Articulate and justify answers, arguments and opinions with increasing confidence
- Maintain attention, being able to participate actively in collaborative conversations, staying on topic; initiate and respond to the comments of others; raise questions in a group
- Consider and evaluate different viewpoints; attend to and build on the contributions of others.

*(*Taken from the Kent Spoken Language Progression Guidance)*

Reading

Maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Maths

Mental and Oral Calculation

- Count forwards and backwards in steps of 0.01, 0.1, 1, 10, 100 and 1000 from any positive number or decimal.
- Count forwards and backwards in equal steps and describe any patterns in the sequence
- Count forward and backwards with both negative and positive numbers through zero
- Know by heart facts for all multiplication tables up to 12 x 12
- Find all the factor pairs of a number
- Find the common factors of two numbers.

Statistics

- Solve comparison, sum and difference problems using information presented in a line graph
- Complete, read and interpret information in tables, including timetables.

Multiplication and Division

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Multiply and divide numbers mentally drawing upon known facts
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Measurement

- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.

Science

Properties and Changes of Materials

- Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Computing

Concept Maps

Information Technology

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Information Technology
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

E-Safety

- Uses technology safely, responsibly and respectfully.

Humanities

The Vikings

Chronological Understanding

- Is beginning to develop historical perspective between two periods of history.
- Uses historical terms appropriately when discussing and understanding concepts (e.g. local, regional, national and international)
- Can place historical events or changes on a timeline independently, remembering key facts from a period of history studied.

Knowledge and understanding of events, people and changes in the past

Britain's settlement by Anglo-Saxons and Scots

- Christian conversion - Canterbury, Iona and Lindisfarne.

Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- Understand how the coming of Christianity affected Anglo-Saxon life
- Place the Vikings in context of time and place
- Identify, analyse and explain turning points in Viking fortunes
- Understand how there can be different interpretations of the same event
- Analyse sources to determine whether the Vikings were raiders or traders.

Historical Interpretation and Enquiry Skills

- Can follow more independent lines of enquiry and make informed responses based on this.
- Understands why contrasting arguments and interpretations occur.