



Beech Class

Term 2

Mrs Johnson, Mrs Dix and Ms Rae



English

Spelling

- Plurals
- Words with endings that sound like /shuhs/ spelt with -cious.
- Words with endings that sound like /shuhs/ spelt with -tious or -ious.
- Words with endings that sound like /shul/ spelt with -tial or -cial.
- Homophones

Writing - Vocabulary, Grammar and Punctuation

- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause.
- Using fronted adverbials.
- Using commas after fronted adverbials.
- Indicating possession by using the possessive apostrophe with plural nouns.
- Using and punctuating direct speech accurately.

*(*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.

Evaluate and edit by:

- 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.
- Give well-structured descriptions, explanations and narratives for different purposes; express feelings appropriately.
- 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.

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Participate in discussions, presentations and performances; further develop skills in role play and improvisation; participate in debates.
- Consider and evaluate different viewpoints; attend to and build on the contributions of others.

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.
- Reading books that are structured in different ways and reading for a range of purposes.
- 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.
- Making comparisons within and across books.
- 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.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.
- 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.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

Maths

Addition and Subtraction

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

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 (nonprime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Multiply and divide numbers mentally drawing upon known facts.
- Multiply and divide whole numbers by 10, 100 and 1000.

Fractions

- Compare and order fractions whose denominators are all multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other.
- Write mathematical statements > 1 as a mixed number [for example, $5 \frac{2}{4} + 5 \frac{4}{6} = 5 \frac{6}{6} = 1 \frac{5}{1}$].
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

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

Digital Literacy

- Can use technology purposefully to create and present digital content using an increasing range of devices and programs showing an awareness of audience and purpose.

Programming

- To understand the need for visual representation when generating and discussing complex ideas.
- To understand the uses of a 'concept map'.
- To understand and use the correct vocabulary when creating a concept map.
- To create a concept map
- To understand how a concept map can be used to retell stories and information.
- To create a collaborative concept map and present this to an audience.

E-Safety

- Uses technology safely, responsibly and respectfully.
- Knows the importance of keeping online identities private and the dangers of revealing personal details online.

History

The Anglo-Saxons

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.

- Can describe how a significant individual or movement/group of people has influenced the UK or wider world.
- Can describe Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.
- Can describe the Anglo-Saxon invasions, settlements and kingdoms: place names and village life.
- Uses a range of local history resources to explore Anglo-Saxon art and culture.
- Christian conversion - Canterbury, Iona and Lindisfarne. > Can link events from periods studied to changes or developments in contemporary society e.g., food or farming.

Historical Interpretation and Enquiry Skills

- Can follow more independent lines of enquiry and make informed responses based on this.

Geography

Maps

- Can locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.