



Sequence of Teaching. Year 4. Term: Autumn 2022 (First Half Term)

Curriculum Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths	Place Value Partitioning numbers to 10,000 Numbers on a number line to 1000	Place Value Missing numbers and values on a number line to 10,000 (100,000) Can I use an understanding of place value to +/- large numbers mentally?	Place Value Comparing and ordering numbers Roman Numerals	Place Value Problem solving Roman numerals Rounding numbers to the nearest 10, 100, 1000, 10,000 100,000	Number: Addition and Subtraction Column/ written methods no exchange Reasoning questions	Number: Addition and Subtraction Written methods – with 1 exchange and reasoning questions	Number: Addition and Subtraction Written methods – with multiple exchanges and reasoning questions
English Grammar	Prepositions: <i>at, underneath, since, towards, beneath, beyond</i>	Compound nouns using hyphens	Adjectives ending in “-ed”: <i>frightened, scared</i> , etc	Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, “Sit down!”</i>	Using either a pronoun or the noun in sentences for cohesion and to avoid repetition	Expanded noun phrases: Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i>	Capital letters for proper nouns: names, places, days of the week, months, titles and languages
English							



<p>History (Cross Curricular Links to Art and English)</p>	<p>Ancient Greece – Why has Greece always been in the news?</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.</p> <p>To know where and when the Ancient Greek civilisation existed and order events on a timeline.</p> <p>(Beginning)</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.</p> <p>To know some significant events from the history of Ancient Greece</p> <p>(Beginning)</p>	<p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To know about the Greek Empire, how it was established and maintained and the impact on the wider world.</p> <p>(Advancing)</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped.</p> <p>(Advancing)</p>	<p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To understand how the Olympics started, what they involved and their legacy.</p> <p>(Advancing)</p>	<p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p>To research and describe an important Ancient Greek artefact.</p> <p>(Advancing)</p>	<p>To create an event to Include features of Ancient and modern Greece.</p> <p>(Deep)</p>
<p>Geography</p>	<p>Has Greece always been in the news?</p> <p>Where is Greece and why do so many people enjoy going on</p>	<p>How do Greece’s physical features, including its climate differ from our own?</p> <p>(Beginning)</p>	<p>How do Greece’s physical features, including its climate differ from our own?</p> <p>(continued)</p> <p>(Beginning)</p>	<p>How does Greece’s climate impact on its people?</p> <p>(Advancing)</p>	<p>How would a tourist to Greece today be reminded of the power of the Ancient Greeks?</p> <p>(Advancing)</p>	<p>How would a tourist to Greece today be reminded of the power of the Ancient Greeks? (continued)</p> <p>(Advancing)</p>	<p>Children to create a documentary about Greece.</p> <p>(Deep)</p> <p>Greek Day tasks –</p>



	holiday there? (Beginning)						oracy and acting Clay bowl making
Art and Design	Painting and drawing. drawing and sketching techniques (focus on line, tone & shade) Painting techniques (colour, texture and composition) Introduction of arts that draw trees Focus artist: Klimt	Observational pictures in the School forest of trees using 2B pencil and chalk and charcoal	Choosing a selection of trees for a composition and creating line drawings with patterns.	Painting backgrounds – looking at different effects with colour changes poster paint Focus task: using acrylics for favourite choice	Masking tape trees onto canvas and painting background according to previous choices	Remove tape and add patterns chosen from sketchbook and linked to Klimt work	Add highlights of gold/bronze and evaluate final piece.
DT	See second half term.						
Music	Hebrew music for Rosh Hashana	Continue to learn 'Shana Tova' with music notation	LSO project 'Through the Looking Glass'	LSO project Songs to learn for performance at the concert	LSO project Songs to learn for performance at the concert	LSO project Songs to learn for performance at the concert	LSO – revision on orchestras and orchestral music to be played at the concert
PSHE with RRSAs links Watch Newsround to discuss	Meeting new class/Transition What is a family? (Focus on	UNCRC Articles Creating Class Charter	International Day of Peace	Who are your trusted adults/duty bearers that you can talk to?	Consider families in different communities to you.	What top tips would you like to share with your family about how to show love and care for	Recap: Who are your trusted adults that you



<p>current topics (Article 17)</p>	<p>traits/qualities) What ways does your family/a character's family show care and love?</p>			<p>Introduce Bubble Box</p> <p>Can you think of some challenges that a family might face?</p>	<p>Can you identify a family unit different to your own?</p>	<p>each other?</p> <p>British Black History link: Lolita Roy and Princess Sophia</p>	<p>can talk to?</p> <p>Article 29: Be the best you can be:</p> <p>Achievements over this half term: Celebrations</p>
<p>Science</p>	<p>States of Matter</p> <p>Mindmap: What do we already know?</p> <p>Solids, Liquids and Gases.</p> <p>To compare and group materials together, according to whether they are solids, liquids or gases by sorting and describing materials into solids, liquids and gases.</p> <p>I can sort and describe materials.</p>	<p>Investigating Gases</p> <p>To compare and group materials together, according to whether they are solids, liquids or gases by investigating gases and their uses.</p> <p>I can investigate gases and explain properties.</p>	<p>Heating and Cooling</p> <p>To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by investigating how heating and cooling can change a material's state.</p> <p>I can investigate</p>	<p>Wonderful Water</p> <p>To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by exploring how water can change its state to a solid, liquid or a gas.</p> <p>I can explore how water changes state.</p> <p>Water Cycle Red Book project.</p>	<p>Evaporation Investigation</p> <p>To associate the rate of evaporation with temperature by investigating the effect of temperature on drying washing.</p> <p>To make systematic, careful and accurate observations and measuremen ts and report on findings from enquiries by</p>	<p>Evaporation Investigation</p> <p>To associate the rate of evaporation with temperature by investigating the effect of temperature on drying washing.</p> <p>To make systematic, careful and accurate observations and measurements and report on findings from enquiries by displaying results and conclusions by investigating the effect of temperature on drying washing.</p> <p>I can investigate how water evaporates.</p>	<p>Review and revise lesson</p>



			materials as they change state.		displaying results and conclusions Investigate how water evaporates.		
ICT	Playing and analysing educational games (Rising Stars)	Building a game prototype (Rising Stars)	Adding in repetition and keeping track (Rising Stars)	Working on the interface (Rising Stars)	Building in progression (Rising Stars)	Testing and refining (Rising Stars)	
French	Language Awareness – Where in the world is French spoken? Languages we speak and hear.	Ask someone's name and say your own Revision of greetings	Asking and saying how you are Revision of colours	French alphabet Revise numbers- 21 Revise days of the week	To describe a person Revise family members	National Poetry Day Thurs 6 th Oct 2022 Deux petits oiseaux	To describe a person Recognise and use 3 rd person singular (il/elle) Avoir = j' ai, il a, elle
RE	What does it mean to be Jewish? The Jewish God To understand the Jewish belief in one God who is the creator and cares for all people. Jewish beliefs about God which	The place of the Torah at the heart of Jewish belief and practice. What is the Torah? What does it look like? How is it treated? How is it used? Rosh Hashanah	The place of the Torah at the heart of Jewish belief and practice. Commandments within the Torah and how these are exemplified in Jewish daily life. Include the 10 commandments and those relating to the laws of the Kashrut (Jewish	The place of the Torah at the heart of Jewish belief and practice. Key stories from the Torah with understanding of how they affect Jewish practice today, including Moses and the Exodus (linked to Passover) and creation (linked to	The place of the Torah at the heart of Jewish belief and practice. Key stories from the Torah with understanding of how they affect Jewish practice today, including Moses and the Exodus (linked to Passover) and creation (linked to	The place of the Torah at the heart of Jewish belief and practice. The importance of regular Torah study for many Jews	Re-view and re-cap learning covered so far. Assessment opportunity. Deep task



	are in the first paragraph of the Jewish prayer 'the Shema'		dietary laws) Yom Kippur	Shabbat)	Shabbat)		
Indoor PE	<p>Boot Camp – Fitness unit.</p> <p>Understand how to prepare the body for exercise.</p> <p>Understand what fitness means.</p> <p>Experience some of the changes that occur to the body during exercise.</p> <p>Raise the heart rate.</p>	<p>To complete a range of circuit-based activities and understand the reason for doing them.</p> <p>To understand what happens to the heart rate during exercise.</p> <p>Learn new moves and perform them with good technique and balance.</p>	<p>To improve a circuit that includes activities practised in Lessons 1 and 2.</p> <p>Demonstrate the correct technique for activities.</p> <p>Discover which activities individuals find easy or difficult.</p> <p>Develop agility and co-ordination.</p> <p>Perform more complex patterns of movement.</p>	<p>To improve a circuit that includes activities practised in Lessons 1–3 with balance and coordination.</p> <p>Demonstrate the correct technique for activities.</p> <p>Improve on scores from Lesson 3.</p> <p>Develop agility and co-ordination.</p> <p>Perform more complex patterns of movement.</p>	<p>To improve a circuit that includes activities practised in Lessons 1–4 with balance and co-ordination.</p> <p>Demonstrate the correct technique for activities.</p> <p>Improve on scores from Lesson 4.</p> <p>Develop agility and co-ordination.</p> <p>Perform more complex patterns of movement.</p>	<p>To improve a circuit that includes activities practised in previous Lessons 1–5.</p> <p>Demonstrate the correct technique for activities.</p> <p>Improve on scores from Lesson 5.</p> <p>Develop agility and coordination.</p> <p>Perform more complex patterns of movement.</p>	
Outdoor PE	<p>Young Olympians – Sports Unit 6 - 1st half</p> <p>To select and maintain a running pace for different distances.</p> <p>Learn how to</p>	<p>To practise throwing with power and accuracy</p> <p>Learn the pull technique for throwing.</p> <p>Throw and retrieve</p>	<p>To throw safely and with understanding</p> <p>Describe the effect of different throwing positions.</p>	<p>To demonstrate good running technique in a competitive situation.</p> <p>Sprint a short distance as part of a team.</p> <p>React quickly to a</p>	<p>To explore different footwork patterns.</p> <p>To understand which technique is most effective when jumping for distance.</p> <p>Understand how to</p>	<p>To utilise all the skills learned in this unit in a competitive situation.</p>	Re-view and Re-cap. Assessment opportunity.



	modify stride length, arm action and knee lift to select and maintain appropriate running paces for different distances.	implements safely.		stimulus. Demonstrate good running technique when jumping over obstacles.	perform a standing broad jump – (two feet to two feet).		
Trips/visitors/ events	Fire lighting recap	For2Feet – Pedestrian training Global awareness opportunity – green travel					Greek Day