

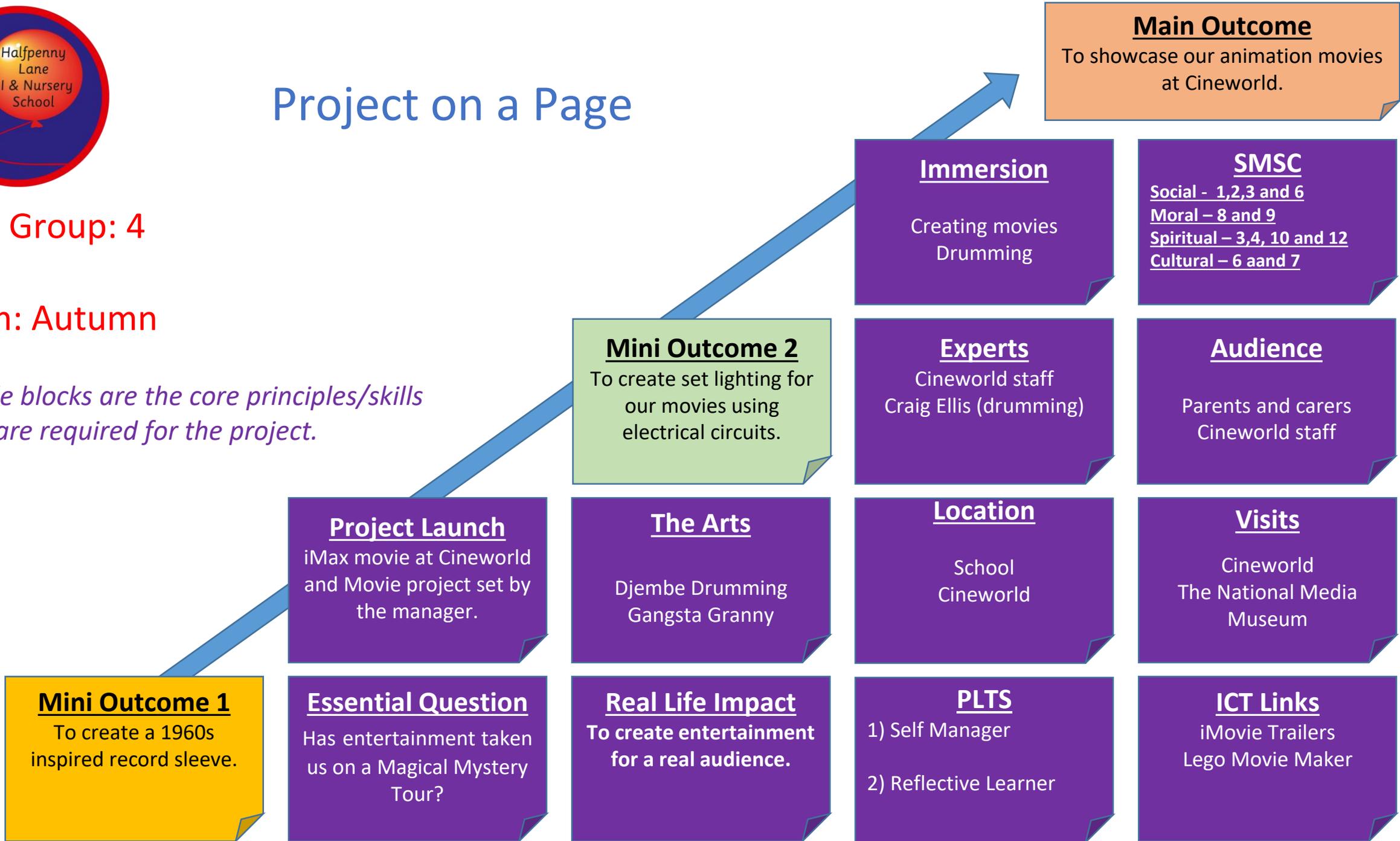


# Project on a Page

Year Group: 4

Term: Autumn

*Purple blocks are the core principles/skills that are required for the project.*





### Music

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations

### Art

about great artists, architects and designers in history.

### Maths

count in multiples of 6, 7, 9, 25 and 1000  
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)  
order and compare numbers beyond 1000  
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  
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



### Mini Outcome 1

To create a 1960s inspired record sleeve

### English

listen and respond appropriately to adults and their peers  
give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings  
participate in discussions, presentations, performances, role play, improvisations and debates  
gain, maintain and monitor the interest of the listener(s)

#### Reading

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  
predicting what might happen from details stated and implied.  
identifying main ideas drawn from more than one paragraph and summarising these.  
participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

#### Writing

spell further homophones  
use the first two or three letters of a word to check its spelling in a dictionary.  
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  
read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  
proof-read for spelling and punctuation errors  
using fronted adverbials  
using commas after fronted adverbials.  
using and punctuating direct speech

French (KS2 only)

PE

DT

R.E

Geography

PSHE

### History

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### Science

- Can they explain how electricity is useful to us?
- Can they construct a simple circuit?
- Can they explain what a conductor is and test materials for conductivity?
- Can they explain closed and open circuits?
- Can they construct a circuit with a switch?
- Can they recognise some common conductors and insulators?

### Computing

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.  
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



## English

### Writing

use the first two or three letters of a word to check its spelling in a dictionary.  
 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  
 read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  
 proof-read for spelling and punctuation errors

## Music

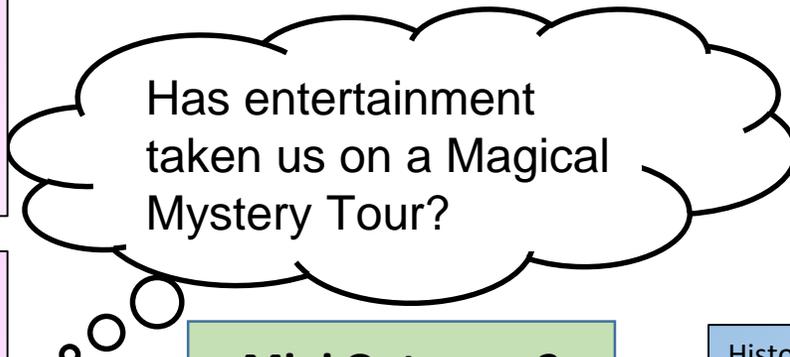
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  
 use and understand staff and other musical notations

## Art

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

## Computing

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.  
 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



## Maths

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

## Mini Outcome 2

To create set lighting for our movies using electrical circuits.

## History

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

## DT

use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  
 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  
 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  
 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  
 apply their understanding of how to strengthen, stiffen and reinforce more complex structures  
 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

## Science

Can they construct a circuit with a switch?

## PE

swim competently, confidently and proficiently over a distance of at least 25 metres  
 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

## PSHE

R.E Retell Christmas story.

French (KS2 only)

French theme day – linguascope?

## Geography



### History

#### PE

swim competently, confidently and proficiently over a distance of at least 25 metres  
 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  
 hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

#### Music

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  
 use and understand staff and other musical notations

#### Science

identify how sounds are made, associating some of them with something vibrating  
 recognise that vibrations from sounds travel through a medium to the ear.  
 find patterns between the pitch of a sound and features of the object that produced it.  
 find patterns between the volume of a sound and the strength of the vibrations that produced it  
 recognise that sounds get fainter as the distance from the sound source increases.



Has entertainment taken us on a Magical Mystery Tour?

**Main Outcome**  
 To showcase our animation movies at Cineworld.

#### English

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  
 predicting what might happen from details stated and implied.  
 identifying main ideas drawn from more than one paragraph and summarising these.  
 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  
 use the first two or three letters of a word to check its spelling in a dictionary.  
 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  
 read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  
 proof-read for spelling and punctuation errors using fronted adverbials  
 using commas after fronted adverbials.  
 using and punctuating direct speech

#### Computing

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.  
 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

#### Maths

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.

PSHE

Art

Geography

French (KS2 only)

DT

R.E