

As Historians we will research the Tudor times.

To investigate and interpret the past

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
- Place events, artefacts and historical figures on a time line using dates
- Use dates and terms to describe events
- Use Literacy, Numeracy and Computing skills to a good standard in order to communicate information about the past

As Writers we will write myths, construct reports and create poetry.

- Use the main features of a type of writing (identified in reading)
- Use techniques used by authors to create characters and setting
- Compose and rehearse sentences orally
- Plan, write, edit and improve
- Create characters, settings and plots
- Use a range of descriptive phrases including some collective nouns
- Use organisational devices such as headings and sub-headings
- Organise paragraphs around a theme
- Use a mixture of simple, compound and complex sentences
- Write sentences that include conjunctions, adverbs, adverbial phrases
- Join letters, deciding which letters are best left un-joined
- Use similes and alliteration effectively

Possibilities / Ambition

We will have the desire to embrace challenging activities, including to do research

As Scientists we will be investigating electricity.

To understand electrical circuits

- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Construct a simple electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit based on whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and

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As designers we will make a Tudor house.

To design, make, evaluate and improve

- Cut materials accurately and safely by selecting appropriate tools
- Measure and mark out to the nearest millimetre
- Strengthen materials using suitable technique
- Refine work and techniques as work progresses, continually evaluating the product design

Emotional Awareness

We will be looking at recognising our own and other's emotions, pushing past fears and showing resilience.

As Computer Scientists we will be exploring how to be software developers

To develop a simple educational game

- Design, write and debug programs that have a specific goal
- Use sequence, selection and repetition in programs
- Generate appropriate inputs and predicted outputs
- Use logical reasoning to explain how some simple algorithms work
- Detect errors in algorithms and programs

As mathematicians we will know and use numbers, including our times tables and understand the properties of shapes.

- Recognise the place value of each digit in a four digit number, (thousands, hundreds, ten and ones)
- Count in multiples of 2 to 9, 25, 50, 100, 1000
- Find 1000 more or less than a given number
- Identify, represent and estimate numbers using different representations
- Order and compare numbers beyond 1000
- Round any number to the nearest 10, 100, 1000
- Solve two-step addition and subtraction problems in context, deciding which operations and methods to use and why
- Recall multiplication and division facts for multiplication tables 12 x 12
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Draw 2D shapes and make 3D shapes using modelling material: recognise 3D shape in different orientations and describe them

First-hand Experiences

We will enjoy new experiences by participating in a Tudor workshop in school