

**2023 to 2024 Weare Academy C of E First School Year Four Curriculum Overview**

Year 4 Autumn Term 1		
<p><b>Science:</b></p> <p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>• Identify the different types of teeth in humans and their simple functions –I can explain that humans have two sets of teeth and understand the functions of adult teeth</li> <li>• I can compare the teeth of different mammals. (egg experiment, arrange children as teeth, look at real skulls and teeth)</li> <li>• Describe the simple functions of the basic parts of the digestive system in humans</li> <li>• I can name and describe the simple function of parts of the digestive system (string to show length, digestive system demo, look at torso, journey of food through system)</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey</li> <li>• I can draw and label a food chain and explain what is happening (food chain information posters including decomposers – range of habitats)</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Setting up simple practical enquiries</li> <li>• Recording findings using simple scientific language (looking after your teeth)</li> <li>• Making systematic and careful observations (comparing teeth)</li> <li>• Using results to draw simple conclusions (egg experiment)</li> <li>• Asking relevant questions</li> <li>• Identifying similarities and differences (skulls and teeth – canines and herbivores)</li> <li>• Using straightforward scientific evidence to answer questions and support findings</li> </ul> <p><b>Scientist Focus: Jane Goodall</b></p>	<p><b>Art: Roman Mosaics</b></p> <p><b>Create sketchbooks to record their observations and use them to review and revisit ideas</b></p> <ul style="list-style-type: none"> <li>• use a range of pencils to observe different tonal values</li> <li>• practise using these diff. pencils by sketching famous Roman emperors</li> <li>• How do we make our 2d sketches look 3d? experiment with shading</li> <li>• Observe Roman pots/vases – pupils design their own pots in sketchbooks. What is its function? Decorative/ to hold water/ to hold pens etc?</li> <li>• Make clay pots. Reflect and Evaluate in books.</li> <li>• In sketchbooks, design work in GP style onto outlines of Roman vases, using a range of art media and considering mark making choices.</li> <li>• Use poster paint/acrylic paint to add designs to the clay pots in the style of Grayson Perry</li> </ul> <p>• <b>Artist Focus: Grayson Perry</b></p>	<p><b>Music:</b></p> <p><b>Resource: Sparkyard</b></p> <ul style="list-style-type: none"> <li>• Copying rhythmic patterns and performing together</li> <li>• Exploring notation</li> <li>• To perform a rhythmic ostinato</li> <li>• To perform instrumental polyrhythms accurately as an ensemble</li> <li>• To control dynamics</li> <li>• Composing in a rhythmic framework</li> </ul>
<p><b>History: Iron Age to end of Romans</b></p> <ul style="list-style-type: none"> <li>• Pupils should be made aware of the changes that occurred in Britain from the beginning of the Stone Age and 1066.</li> <li>• This unit focuses on the changes brought about by the occupation by the Romans.</li> <li>• Know why the Romans came to Britain.</li> <li>• Know what the Romans did to improve Britain.</li> <li>• Know why many Britons were opposed to the Roman occupation</li> <li>• Know why the Romans left Britain</li> </ul>		

<p><b>R.E.:</b> Resource - Understanding Christianity LKS2 Unit 2A.1  <b>Creation/ Fall and Harvest:</b></p> <ul style="list-style-type: none"> <li>• What do Christians learn from the Creation Story?</li> <li>• How would God want us to look after his creation?</li> <li>• What is the impact of “The Fall”?</li> </ul> <p><b>Christian Value: Thankfulness</b></p>	<p><b>PSHE/RSE:</b> Resource - Jigsaw <b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Set personal goals</li> <li>• Face new challenges positively, make responsible choices and ask for help when I need it</li> <li>• Understand why rules are needed and how they relate to rights and responsibilities</li> <li>• Understand that my actions affect myself and others and I care about other people’s feelings</li> <li>• Make responsible choices and take action</li> <li>• Understand my actions affect others and try to see things from their points of view</li> </ul>	<p><b>Computing:</b> Resource - eLIM  <b>Active Bytes – ‘I am kind and responsible’</b>  <b>Programming 1:</b></p> <ul style="list-style-type: none"> <li>• Scratch Games (5 sessions)</li> <li>• know that I need to keep testing my program while I am putting it together</li> <li>• Use a variety of tools to create a program</li> <li>• Recognise an error in a program and debug it</li> <li>• Use an efficient procedure to simplify a program</li> <li>• Use logical thinking to solve a problem by breaking it up into smaller parts</li> <li>• Use a sensor to detect a change which can select an action in a program</li> <li>• Recognise that an algorithm will help me sequence more complex programs.</li> </ul>	<p><b>French:</b></p> <ul style="list-style-type: none"> <li>• Family members- Dans ma famille il y a... Family members’ names and ages Brothers/ sisters- J’ai... (Recycle name/ age FIRST)</li> </ul> <hr/> <p><b>P.E.: Tag Rugby/Football</b></p> <ul style="list-style-type: none"> <li>• Pass/kick with increasing accuracy and control.</li> <li>• Send and receive in various ways to keep possession.</li> <li>• Travel with the ball.</li> <li>• Dodge, mark, intercept and signal.</li> <li>• Understand “possession”</li> <li>• Co-operate in a team and communicate with others.</li> <li>• Develop tactics for attack and defence.</li> </ul>
<p><b>English:</b>  <b>Writing: Talk 4 Writing</b>  <b>Resources:</b> Keep off the Tracks  <b>Story Pattern:</b> Warning Story  <b>Focus:</b> Dialogue  <b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• Time conjunctions</li> <li>• Paragraphs to organise ideas</li> <li>• Interesting adjectives</li> <li>• Similes and metaphors</li> <li>• Prepositions and prepositional phrases</li> <li>•</li> </ul> <p><b>Non-Fiction:</b> Recount in the form of a newspaper report  <b>Resources:</b> Tornado destroys local house</p>		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Guided Reading – differentiated in 5 groups</li> <li>• Whole class reading, 1 to 1 reading.</li> <li>• Reading Comprehension</li> </ul> <p><b>Author Focus:</b> Roald Dahl - BFG  <b>Phonics and Spelling –</b> Jolly Phonics whole class phonics teaching including:  <b>New spelling patterns –</b> Revision of elements covered in The Grammar 1, 2 &amp; 3 Handbooks Spelling Patterns (36 spelling lessons)  <b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Revision of elements covered in the Grammar 3 Handbook</li> <li>• Nouns acting as concrete/ abstract/possessives</li> <li>• The present participle as an adjective</li> <li>• Onomatopoeia</li> <li>• Agreements</li> <li>• Clauses/independent clauses</li> <li>• Hyphens</li> <li>• Sentence writing – statements and questions, compound sentences</li> <li>• Parsing verbs</li> </ul>	

	<ul style="list-style-type: none"> <li>• Infinitives</li> <li>• Antonyms and Synonyms</li> <li>• Homophones</li> </ul>	
<p><b>NCETM – Maths (15 mins mental maths 4 x a week)</b></p> <p><b>Unit 1: Additions and Subtraction</b></p> <p><b>Teaching point 1:</b> Any numbers can be added together using an algorithm called '<i>column addition</i>'.</p> <p><b>Teaching point 2:</b> The digits of the addends must be aligned correctly before the algorithm is applied.</p> <p><b>Teaching point 3:</b> In column addition, the digits of the addends are added working from the least significant digit (on the right) to the most significant digit (on the left).</p> <p><b>Teaching point 4:</b> If any column sums to ten or greater, we must '<i>regroup</i>'.</p> <p><b>Teaching point 5:</b> The numbers within each column should be added in the most efficient order.</p>	<p><b>Unit 2: Numbers and Number facts to 10.000</b></p> <p><b>Teaching point 1:</b> Ten hundreds make 1,000, which can also be decomposed into 100 tens and 1,000 ones.</p> <p><b>Teaching point 2:</b> When multiples of 100 are added or subtracted, the sum or difference is always a multiple of 100.</p> <p><b>Teaching point 3:</b> Numbers over 1,000 have a structure that relates to their size. This means they can be ordered, composed and decomposed.</p> <p><b>Teaching point 4:</b> Numbers can be rounded to simplify calculations or to indicate approximate sizes.</p> <p><b>Teaching point 5:</b> Calculation approaches learnt for three-digit numbers can be applied to four-digit numbers.</p> <p><b>Teaching point 6:</b> 1,000 can also be composed multiplicatively from 500s, 250s or 200s, units that are commonly used in graphing and measures.</p>	<p><b>Unit 3: Perimeter</b></p> <p><b>Teaching point 1:</b> Perimeter is the distance around the edge of a two-dimensional (2D) shape.</p> <p><b>Teaching point 2:</b> Perimeter is measured in units of length and can be calculated by adding together the lengths of the sides of a 2D shape.</p> <p><b>Teaching point 3:</b> Multiplication can be used to calculate the perimeter of a regular polygon; when the perimeter is known, side-lengths can be calculated using division.</p> <p><b>Teaching point 4:</b> Area is the measurement of the surface of a flat item.</p> <p><b>Teaching point 5:</b> Area is measured in square units, such as square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>).</p> <p><b>Teaching point 6:</b> The area of a rectangle can be calculated using multiplication; the area of a composite rectilinear shape can be found by splitting the shape into smaller rectangles.</p>
<p><b>Additional Curriculum Days</b></p> <ul style="list-style-type: none"> <li>• Trip to Caerleon</li> <li>• Harvest festival – Church</li> </ul>		

Year 4 Autumn Term 2

**Science: Electricity**

- **Identify common appliances that run on electricity** - separate electrical and non- electrical appliances. Separate battery and mains powered appliances (what is electricity, sorting actual appliances)
- **Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers** - Understand that an electrical circuit needs to be complete in order for an electric current to flow and components to work (making a circuit to light a bulb and adding in buzzers and bulbs)
- **Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery-** Predict if a bulb will light or not – and prove it. (Prediction and testing with a set of problem cards)
- **Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit** - Explain how a switch works ( what is a switch, what are the uses, experimenting with switches in circuits)
- **Recognise some common conductors and insulators, and associate metals with being good conductors** - Find out what materials are good conductors and which are good insulators (experiment with a range of materials and present in a table – draw conclusions)

**Working Scientifically**

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
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**D.T: (link with Literacy – Healthy pizzas)**

- Develop their design ideas through discussion, observation, drawing and modelling.
- Identify design criteria
- Make drawings and label parts for the design process
- Select tools and materials
- Measure, cut and score with some accuracy
- Use hand tools safely and appropriately
- Identify design criteria
- Make drawings and label parts for design process

**Activity:**

- Blanket stitching and felt stockings
- Look at a range of Roman footwear discovered by archaeologists at Vindolanda in Northumberland
- The children will design and create their own Roman style shoe, using their sketchbooks to

**Music: Sparkyard Performing:**

- Rehearse and perform a Christmas performance as part of a group
- Listen to and talk about the Christmas Story
- Develop an understanding of what it means to make a special journey
- Join in with musical games and activities as part of a group

<p><b>Geography: What are biomes and how are they created?</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Know what is meant by the term 'biome'</li> <li>Recognise the physical conditions necessary for the creation of different biomes</li> <li>Know what is meant by biomes and what are the features of a specific biome</li> <li>Label layers of a rainforest and know what deforestation is</li> </ul> <p><b>Map, field work, data</b></p> <ul style="list-style-type: none"> <li>Compare two landscapes using maps and aerial photographs.</li> <li>Find and recognise places on maps of different scales.</li> <li>Describe and follow a journey between two places or features using coordinates as the start and finish.</li> <li>Draw a map, linked to fieldwork, with features included accurately.</li> <li>Draw an annotated sketch that includes positional and directional language.</li> <li>Recognise how data may change over time according to the time of day and the time of year.</li> <li>Recognise that initial ideas may change as a result of our observations.</li> </ul>		<p>initially design and then they will actually make the shoe, before eventually reflecting and evaluating on the final product (6-week unit)</p> <p><b>Artist Focus: Vincent Van Gogh</b></p> <ul style="list-style-type: none"> <li>Van Gogh's, Poppy Fields painting – do this for Remembrance Day</li> </ul>	
<p><b>R.E.:</b> Resource - Understanding Christianity LKS2 Unit2A.3 <b>Incarnation/ God and understanding the Christmas Story.</b></p> <ul style="list-style-type: none"> <li>What is meant by the Trinity?</li> <li>What is the difference between a prayer and a Grace?</li> <li>How do Christians use art and poetry to understand the Trinity?</li> </ul> <p><b>Christian Value: Kindness/ compassion</b></p>	<p><b>PSHE/RSE:</b> Resource - Jigsaw <b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>Understand that everyone's family is different and important to them</li> <li>Understand that differences and conflicts happen among family members</li> <li>Know what it means to be a witness to bullying</li> <li>Know that witnesses can make a situation better or worse depending on what they do</li> <li>Recognise that some words are used in hurtful ways</li> <li>Tell about a time when my words affected someone's feelings and what the consequences were.</li> </ul>	<p><b>Computing:</b> Resource – eLIM <b>Active Bytes:</b></p> <ul style="list-style-type: none"> <li>choose a secure password and an appropriate screen name when explain about the ways to protect self and others from harm online.</li> <li>use the safety features of websites as well as reporting concerns to an adult.</li> <li>know that anything shared online can be seen by others.</li> <li>choose websites, apps and games that are age appropriate.</li> <li>help friends make good choices about the time they spend online.</li> <li>talk about why it is important to ask a trusted adult before downloading files and games from the Internet.</li> <li>Comment positively and respectfully online and through text messages.</li> </ul> <p><b>Handling Data 2 – CHOICE My Favourite Games (2 sessions)</b></p> <ul style="list-style-type: none"> <li>Collect data about favourite games</li> <li>Add data to graphing software / apps and use to interrogate data</li> <li>Create branching database of characters (optional)and interpret graph about animals</li> </ul> <p><b>Multimedia – CORE Make My eBook (3 sessions)</b></p> <ul style="list-style-type: none"> <li>Look at a selection of eBooks and decide what makes them engaging</li> <li>Prepare photos and text for eBook</li> <li>Learn how to create their own eBook adding text, images (and hyperlinks)</li> <li>Add sound to create a narration to their eBook</li> <li>Share their eBook with classmates and others</li> </ul>	<p><b>French:</b></p> <ul style="list-style-type: none"> <li>Activities with family Numbers to 31</li> <li>(Recycle days of the week added to activities)</li> </ul> <p><b>P.E.: Gymnastics/Dance</b></p> <ul style="list-style-type: none"> <li>I can explore and demonstrate different ways of travelling - using different Levels and Pathways.</li> <li>I can devise a short sequence in pairs using different movement styles.</li> <li>I can Improve quality of work by extending fingers and toes to create body tension.</li> </ul>

<p><b>English:</b>  <b>Writing: (Talk 4 Writing)</b>  <b>Resource:</b> Cinderella - Short burst writing  <b>Story pattern:</b> Rags to Riches  <b>Focus:</b> Setting  <b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Using apostrophes for plural possessions</li> <li>Knowing the plural and possessive</li> <li>Using bullet points and sub-headings</li> </ul> <p><b>Non-Fiction:</b> Christmas Play – script rehearsal focus  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>Guided Reading – differentiated in 5 groups</li> <li>Whole class reading, 1 to 1 reading.</li> <li>Reading Comprehension</li> </ul> <p><b>Author Focus:</b> C.S Lewis</p>	<p><b>Phonics and Spelling</b> – Jolly Phonics whole class phonics teaching including:  <b>New spelling patterns</b> – Revision of elements covered in The Grammar 1, 2 &amp; 3 Handbooks Spelling Patterns (36 spelling lessons)  <b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Revision of elements covered in the Grammar 3 Handbook</li> <li>Nouns acting as concrete/ abstract/possessives</li> <li>The present participle as an adjective</li> <li>Onomatopoeia</li> <li>Agreements</li> <li>Clauses/independent clauses</li> <li>Hyphens</li> <li>Sentence writing – statements and questions, compound sentences</li> <li>Parsing verbs</li> <li>Infinitives</li> <li>Antonyms and Synonyms</li> <li>Homophones</li> </ul>
<p><b>Maths – NCETM Unit 4: 3, 6, 9 times tables (15 mins mental maths 4 x a week)</b></p> <p><b>Teaching point 1:</b>  Counting in multiples of three can be represented by the three times table. Adjacent multiples of three have a difference of three. Facts from the three times table can be used to solve multiplication and division problems with different structures.</p> <p><b>Teaching point 2:</b>  Counting in multiples of six can be represented by the six times table. Adjacent multiples of six have a difference of six. Facts from the six times table can be used to solve multiplication and division problems with different structures.</p> <p><b>Teaching point 3:</b>  Products in the six times table are double the products in the three times table; products in the three times table are half of the products in the six times table.</p> <p><b>Teaching point 4:</b>  Counting in multiples of nine can be represented by the nine times table. Adjacent multiples of nine have a difference of nine. Facts from the nine times table can be used to solve multiplication and division problems with different structures.</p> <p><b>Teaching point 5:</b>  Products in the nine times table are triple the products in the three times table. Products that are in the three, six and nine times tables share the same factors.</p> <p><b>Teaching point 6:</b>  Divisibility rules can be used to find out whether a given number is divisible (to give a whole number) by three, six or nine.</p>	<p><b>Unit 5: 7 times tables and patterns</b></p> <p><b>Teaching point 1:</b>  Counting in multiples of seven can be represented by the seven times table. Adjacent multiples of seven have a difference of seven. Facts from the seven times table can be used to solve multiplication and division problems with different structures.</p> <p><b>Teaching point 2:</b>  When both factors are odd numbers, the product is an odd number; when one factor is an odd number and the other is an even number, the product is an even number; when both factors are even numbers, the product is an even number.</p> <p><b>Teaching point 3:</b>  When both factors have the same value, the product is called a square number; square numbers can be represented by objects arranged in square arrays.</p> <p><b>Teaching point 4:</b>  Divisibility rules can be used to find out whether a given number is divisible (to give a whole number) by particular divisors.</p>
<p><b>Additional Curriculum Days:</b></p> <ul style="list-style-type: none"> <li>Christmas Play</li> <li>Christmas Carol Service</li> </ul>	

Year 4 Spring Term 1

**Science: Living Things and their Habitats**

- **Recognise that living things can be grouped in a variety of ways**  
Explain what makes something a living thing.  
Identify similarities and differences (riddles, Mrs Nerg, grouping leaves)  
Say what a vertebrate and an invertebrate is and group them  
Group vertebrates into 5 main groups (Note taking, Presenting information, full description of a new imaginary rain forest species)
- **Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment**  
Know what a classification key is  
Use a classification key  
Make a simple classification key (Alien game, using keys to identify rainforest plants, drawing a simple key with given animals)
- **Recognise that environments can change and that this can sometimes pose dangers to living things**  
Understanding the environmental effect of deforestation (geography link to rainforest) and graph work to present results of hyacinth growing/measuring

**Working Scientifically:**

- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Using straightforward scientific evidence to answer questions or to support their findings
- Identifying differences, similarities or changes related to simple scientific ideas and processes

**Scientist: Charles Darwin**

**Art:**

To design and make a lino print to create a class collage

- Develop personal techniques including control and use of materials.
- Experiment through art with an increasing awareness of different kinds of art, craft and design.
- Work on more complex outcomes, with varying techniques using different medium.
- Drawing, painting, sculpture/3D form, clay, printing, collage
- Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales

**Artist Focus:**

**Music: Sparkyard:**

- Exploring instrumental timbre and instrument families
- Exploring major and minor tonalities
- Recognizing and responding to musical instructions

<p><b>History:</b>  <b>Ancient Greeks (only this year next year Ancient Egypt)</b>  <b>What did the Ancient Greeks bring to the world?</b></p> <ul style="list-style-type: none"> <li>• Pupils should know about the achievements of the earliest civilizations</li> <li>• As part of this pupils should be taught about the Ancient Greeks through a study of Greek life and achievements and their influence on the western world</li> <li>• Pupils should know where Greece is</li> <li>• Pupils should know that the Ancient Greeks were an advanced civilisation</li> <li>• Pupils should know that Spartans and Athenians often battled for supremacy</li> <li>• Pupils should know that Ancient Greeks believed in many Gods</li> <li>• Pupils should know that the Ancient Greeks were responsible for starting the Olympic movement</li> </ul> <p>Pupils should know that Ancient Greeks have been associated with the birth of democracy</p>			
<p><b>R.E. :</b> Resource - Understanding Christianity LKS2 Unit 2A.4  <b>Gospel ( Agape)</b></p> <ul style="list-style-type: none"> <li>• What kind of world did Jesus want?</li> <li>• How do Christians deliver the kind of world Jesus wanted?</li> <li>• How do the Gospels spread good news?</li> <li>• What does Agape mean to Christians?</li> </ul>	<p><b>PSHE/RSE:</b> Resource - Jigsaw  <b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Tell you about my hopes and dreams</li> <li>• Understand that sometimes hopes and dreams do not come true and that can hurt</li> <li>• Know that reflecting on happy and positive experiences can help me to counteract disappointment</li> <li>• Know how to make a new plan and set new goals, even when I have been disappointed</li> <li>• Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</li> <li>• Identify the contributions made by myself and others to the group's achievements</li> </ul>	<p><b>Computing:</b> Resource - eLIM  <b>Active Bytes:</b> 'I am safe and secure'</p> <ul style="list-style-type: none"> <li>• I know that anything I share online will stay there to be seen and used by others</li> <li>• I make safe choices when using technology to communicate responsibly with others</li> </ul> <p><b>Programming 3:</b> Knowing my times tables with Kodu (4 sessions)</p> <ul style="list-style-type: none"> <li>• Use a variety of tools to create a program</li> <li>• Know that I need to keep testing my program while I am putting it together</li> <li>• Recognise an error in a program and debug it.</li> <li>• Recognise that an algorithm will help me sequence more complex programs</li> <li>• I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts</li> </ul> <p><b>Technology In Our Lives 3 – CHOICE Blog My Technology</b> (3 sessions)</p> <ul style="list-style-type: none"> <li>• Discuss how technology has changed over time</li> <li>• Talk about their favourite gadget and what it can do</li> <li>• Research information about gadgets</li> <li>• Write a blog post about a gadget for a class technology blog</li> </ul>	<p><b>French:</b></p> <ul style="list-style-type: none"> <li>• Months Birthdays- Quelle est la date de ton anniversaire ?</li> <li>• Mon anniversaire/ L'anniversaire de mon père c'est le...</li> <li>• Festivals (Recycle family members)</li> </ul> <hr/> <p><b>P.E. Netball</b></p> <ul style="list-style-type: none"> <li>• Pass and receive in different ways.</li> <li>• Use different shots/passes in different situations.</li> <li>• Sequence passes with my teammates</li> <li>• Signal for the ball and move to a position to receive the ball.</li> <li>• Intercept/find space to keep possession.</li> <li>• Keep possession of the ball and progress towards the goal.</li> <li>• Work co-operatively in competitive games.</li> <li>• Use simple tactics</li> </ul>



<p><b>English: Writing: (Talk 4 Writing)</b>  <b>Resource:</b> Reilly- <i>short burst writing</i>  <b>Story Pattern:</b> Character Flaw  <b>Focus:</b> Character          Invent - The Great Kapok Tree character focus)  <b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Choosing appropriate nouns and pronouns</li> <li>• Time conjunctions</li> <li>• Using the apostrophe for contractions, possession and plurals</li> <li>• Modal verbs</li> <li>• Power of three</li> <li>• Paragraphing to organise ideas</li> <li>• Sub-headings</li> <li>• Bullet points</li> </ul> <p><b>Non-Fiction:</b>  <b>Resource:</b> How to assemble a Tent          (Invent – How to survive in the Rainforest)  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Guided Reading – differentiated in 5 groups</li> <li>• Whole class reading, 1 to 1 reading.</li> <li>• Reading Comprehension</li> </ul> <p><b>Author Focus:</b> Roald Dahl - BFG</p>	<p><b>Phonics and Spelling</b> – Jolly Phonics whole class phonics teaching including:  <b>New spelling patterns</b> – Revision of elements covered in The Grammar 1, 2 &amp; 3 Handbooks          Spelling Patterns (36 spelling lessons)  <b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Revision of elements covered in the Grammar 3 Handbook</li> <li>• Nouns acting as concrete/ abstract/possessives</li> <li>• The present participle as an adjective</li> <li>• Onomatopoeia</li> <li>• Agreements</li> <li>• Clauses/independent clauses</li> <li>• Hyphens</li> <li>• Sentence writing – statements and questions, compound sentences</li> <li>• Parsing verbs</li> <li>• Infinitives</li> <li>• Antonyms and Synonyms</li> <li>• Homophones</li> </ul>
<p><b>Maths: NCETM (15 mins mental maths 4 x a week)</b>  <b>Continue - Unit 5: 7 times tables and patterns</b>  <b>Teaching point 1:</b>          Counting in multiples of seven can be represented by the seven times table. Adjacent multiples of seven have a difference of seven. Facts from the seven times table can be used to solve multiplication and division problems with different structures.</p> <p><b>Teaching point 2:</b>          When both factors are odd numbers, the product is an odd number; when one factor is an odd number and the other is an even number, the product is an even number; when both factors are even numbers, the product is an even number.</p> <p><b>Teaching point 3:</b>          When both factors have the same value, the product is called a square number; square numbers can be represented by objects arranged in square arrays.</p> <p><b>Teaching point 4:</b>          Divisibility rules can be used to find out whether a given number is divisible (to give a whole number) by particular divisors.</p>	<p><b>Unit 6: Understanding and manipulating Multiplicative relationships:</b>  <b>Teaching point 1:</b>          Multiplication is commutative; division is not commutative.</p> <p><b>Teaching point 2:</b>          Multiplication is distributive: multiplication facts can be derived from related known facts by partitioning one of the factors, and this can be interpreted as partitioning the number of groups; two-part problems that involve addition/subtraction of products with a common factor can be efficiently solved by applying the distributive law.</p> <p><b>Teaching point 3:</b>          The distributive law can be used to derive multiplication facts beyond known times tables.</p>

**Science: States of Matter:**

- Compare and group materials together, according to whether they are solids, liquids or gases - say if a material is a solid liquid or gas and describe the properties of a s,l or g ( Sorting real examples, leaflet presenting information including arrangement of particles)
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens degrees celcius
- Understand what is meant by boiling and freezing point
- Explain what is happening as a material changes state and why (ice cube experiment, chocolate melting, possible crispy cakes, evaporation experiment, condensation with kettle demo)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature - explain and draw the water cycle
- Understand how temperature effects evaporation (cress evaporation, dome set up in class, drawing and labelling)

**Working Scientifically**

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Using straightforward scientific evidence to answer questions or to support their findings
- Identifying differences, similarities or changes related to simple scientific ideas and processes

**Scientist Focus:** Marie Curie

**Geography:**

**How are mountains formed and what causes an earthquake, tsunami or volcano?**

- Describe and understand key aspects of physical geography, including volcanoes and earthquakes.
- Describe and understand key aspects of human geography, including types of settlement and land use, economic activity, including trade links, and the distribution of natural resources, including energy, food, minerals and water

**Mapwork, fieldwork and data:**

- Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Know the names of and locate at least eight European countries
- Know where the main mountain regions are in the UK
- Know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map
- Appreciate that climate and physical features have an important part to play when considering how people live
- Know what causes earthquakes and tsunamis
- Label the different parts of a volcano
- Know the names of some of the world's highest mountains

**DT:**

To be able to draw rainforest animals

Design a rainforest in a bottle

- Develop practical skills and use safely with a range of resistant and non-resistant materials, drawing media tools and equipment in both 2D and 3D.
- Perform simple, useful, practical tasks, making products for a purpose.
- Develop and use a range of common practical skills in contexts such as mechanical, diagnostic and repair tasks.
- Identify design criteria
- Make drawings and label parts for the design process.
- Talk about ideas, saying what they like and dislike about them.
- Evaluate designs by other people to learn from them.
- Appreciate the need for good design by evaluating a range of design and designers.

**Artist Focus:**

To explore and replicate the art of **Henri Rousseau**

**Music: Sparkyard**

- To recognize and recall the structure of a piece of music
- To explore techniques to vary dynamics, articulation, pitch and tempo
- To describe sounds using appropriate musical vocabulary
- To compose music following an AB structure
- To create music with contrasting sections
- To recognize a rondo structure
- To follow a graphic score
- To compose musical motifs
- To assign musical characteristics to characters, justifying choices
- To organize musical ideas into a structure

<p><b>R.E.:</b> Resource – Understanding Christianity LKS2 Unit 2A.5</p> <p><b>Salvation/Easter</b></p> <ul style="list-style-type: none"> <li>• Why do Christians call Good Friday “Good”</li> <li>• Describe the main parts of the Easter story.</li> <li>• Understand how Christians celebrate Easter and why they represent in various ways.</li> <li>• How do Christians show the 3 emotions of joy, sadness/despair and hope</li> </ul> <p><b>Christian Value:</b> Forgiveness</p>	<p><b>PSHE/RSE:</b> Resources - Jigsaw</p> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Recognise how different friendship groups are formed, how I fit into them and the friends I value the most</li> <li>• Understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations</li> <li>• Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</li> <li>• Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</li> <li>• Recognise when people are putting me under pressure and can explain ways to resist this when I want</li> <li>• Know myself well enough to have a clear picture of what I believe is right and wrong</li> </ul>	<p><b>Computing:</b> Resource - eLIM</p> <p><b>Active Bytes:</b> I am safe and secure</p> <ul style="list-style-type: none"> <li>• I explain why I need to ask a trusted adult before downloading files and games from the internet</li> </ul> <p><b>Multimedia 1 – CORE My Comic Book (5 sessions)</b> (choose from Comic Life /Power Point units)</p> <ul style="list-style-type: none"> <li>• Explore the conventions of comic books</li> <li>• Create their own comic book about their school</li> <li>• Share their comic books with classmates and provide feedback</li> <li>• Create a comic book to support Science learning</li> </ul>	<p><b>French:</b></p> <ul style="list-style-type: none"> <li>• Geographical location- Où habites-tu? J’habite à... Places in town- Je vais...</li> <li>• Activities in town (Recycle family members</li> <li>• Je vais au café avec mon frère and days of the week/ months)</li> </ul> <p><b>P.E.: Tennis</b></p> <ul style="list-style-type: none"> <li>• Use a racquet to strike a ball with accuracy and control.</li> <li>• Aim a ball over a net.</li> <li>• Can combine my skills to play a 1 vs 1 net game.</li> <li>• Know and use the rules of the game.</li> </ul>
<p><b>English:</b></p> <p><b>Writing: (Talk 4 Writing)</b></p> <p><b>Resource:</b> Zelda Claw</p> <p><b>Story Pattern:</b> Tale of Fear</p> <p><b>Focus:</b> Opening and Ending</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Using fronted adverbials</li> <li>• Using a comma after fronted adverbials</li> <li>• Similes, metaphors and personification</li> <li>• Ambitious adjectives</li> <li>• Present tense</li> <li>• Generalisers</li> </ul> <p><b>Non-fiction:</b></p> <p><b>Resource:</b> Should Rain Cats be Allowed to Live on Earth?</p> <p><b>Focus:</b> discussion</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Guided Reading – Whole Class</li> <li>• Whole class reading, 1 to 1 reading.</li> <li>• Reading Comprehension</li> </ul> <p><b>Author Focus: Roald Dahl – James and The Giant Peach</b></p>		<p><b>Phonics and Spelling – Jolly Phonics whole class phonics teaching including:</b></p> <p><b>New spelling patterns –</b> Revision of elements covered in The Grammar 1, 2 &amp; 3 Handbooks Spelling Patterns (36 spelling lessons)</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Revision of elements covered in the Grammar 3 Handbook</li> <li>• Nouns acting as concrete/ abstract/possessives</li> <li>• The present participle as an adjective</li> <li>• Onomatopoeia</li> <li>• Agreements</li> <li>• Clauses/independent clauses</li> <li>• Hyphens</li> <li>• Sentence writing – statements and questions, compound sentences</li> <li>• Parsing verbs</li> <li>• Infinitives</li> <li>• Antonyms and Synonyms</li> <li>• Homophones</li> </ul>	

<p><b>Maths: NCETM</b></p> <p><b>Unit 6: Understanding and manipulating Multiplicative relationships:</b> Continued</p> <p><b>Teaching point 1:</b> Multiplication is commutative; division is not commutative.</p> <p><b>Teaching point 2:</b> Multiplication is distributive: multiplication facts can be derived from related known facts by partitioning one of the factors, and this can be interpreted as partitioning the number of groups; two-part problems that involve addition/subtraction of products with a common factor can be efficiently solved by applying the distributive law.</p> <p><b>Teaching point 3:</b> The distributive law can be used to derive multiplication facts beyond known times tables.</p>	<p><b>Unit 7: Co-ordinates</b></p> <ul style="list-style-type: none"> <li>• Draw polygons by joining marked points.</li> <li>• Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.</li> <li>• Draw polygons, specified by coordinates in the 4 quadrants</li> </ul>
<p><b>Additional Curriculum Days</b></p> <ul style="list-style-type: none"> <li>• E-Safety Day – Whole School</li> <li>• British Science Week</li> <li>• World Book Day</li> <li>• Easter service at St Gregory’s Church</li> <li>• Rainforest Homework Award Ceremony</li> </ul>	

**Year 4 - Summer Term 1**

**Science: Sound**

- Identify how sounds are made, associating some of them with something vibrating
- Begin to understand how sounds are made (sound walk, drum/rice, mind map)
- Recognise that vibrations from sounds travel through a medium to the ear - Understand sound needs a medium to travel through (vibrations through table, pebble in water, tuning fork, string telephone)
- 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
- I can suggest ways to alter pitch
- ask questions related to pitch and find ways to answer them (altering instruments and ways they make sound, making instruments) Recognise that sounds get fainter as the distance from the sound source increases
- Investigate different ways sound travels and investigate ways to absorb sound (sound-proofing investigation, drum)

**Working Scientifically**

- Asking relevant questions and using different types of scientific enquiries to answer them
- Using straightforward scientific evidence to answer questions or to support their findings
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, a range of Equipment - thermometers and data loggers

**History: How has crime and punishment changed through the ages?**

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Know about 'crime and punishment' in British history and how punishment has changed through the ages
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Order an increasing number of significant events, movements and dates on a timeline using dates accurately
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses

**Art:**

Stone Age paintings; Pottery; Fabric Dyeing; Stone Age Houses – homework project; Stone Henge

- Experiment through art with an increasing awareness of different kinds of art, craft and design.
- Improve their mastery of techniques such as drawing, painting and sculpture with varying materials (e.g. pencil, charcoal, paint, clay)

**Work on more complex outcomes, with varying techniques using different medium**

- Drawing, painting, sculpture/3D form, clay, printing, collage
- Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales

**Music: Sparkyard**

- Describing and internalizing pitch
- Composing and improvising with a given range of notes
- To improvise on instruments using notes from the F major pentatonic scale
- To maintain a part in an ensemble
- To compose and notate a pentatonic melody

<p><b>R.E.: Resource - AMV Unit 3 – Hinduism</b></p> <ul style="list-style-type: none"> <li>• What do Hindu people believe?</li> <li>• Dharma, Deity and Atman?</li> <li>• Brahman – the one God</li> <li>• Hindu deities</li> <li>• Dharma – and ‘doing the right thing’</li> <li>• Dharma and Diwali (Rama and Sita)</li> <li>• Atman and worship – Puja.</li> </ul> <p><b>Christian Value:</b> Responsibility</p>	<p><b>PSHE/RSE: Resource - Jigsaw Relationships</b></p> <ul style="list-style-type: none"> <li>• Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</li> <li>• Identify and put into practice some of the skills of friendship eg. taking turns, being a good listener</li> <li>• Know and can use some strategies to keep me safe online</li> <li>• Explain how some of the actions and work of people around the world help and influence my life</li> <li>• Understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</li> <li>• Know how to express my appreciation to my friends and family</li> </ul>	<p><b>Computing: Resource - eLI</b></p> <p><b>Active Bytes: I am Healthy</b></p> <ul style="list-style-type: none"> <li>• Explain how digitally altered images in the media make me feel</li> <li>• Ignore or close adverts that appear on my device and explain my reasons</li> </ul> <p><b>Programming 4 – CHOICE</b></p> <p><b>‘Getting to Know My Micro:Bit</b> (3 sessions)</p> <ul style="list-style-type: none"> <li>• Discover basic blocks in micro:bit block editor</li> <li>• Create short sequences to solve simple challenges</li> <li>• Download programs to micro:bit</li> <li>• Think through the algorithm required to solve simple challenges</li> <li>• Discover some of the input, loop and logic blocks</li> </ul> <p><b>Technology in our Lives –1 - CORE</b> Check My Facts (2 sessions)</p> <ul style="list-style-type: none"> <li>• Use an online tool (Padlet) to share ideas.</li> <li>• Discuss what is ‘true’ online and how we can check for reliable information</li> <li>• Research a topic and begin to consider plagiarism</li> </ul>	<p><b>French:</b></p> <ul style="list-style-type: none"> <li>• Numbers 1-100 Euros Le Café (Recycle Je voudrais...)</li> </ul> <p>• <b>P.E.: Athletics</b></p> <ul style="list-style-type: none"> <li>• Consolidate &amp; improve the quality, range &amp; consistency of the techniques I use for running, jumping and throwing.</li> <li>• Develop my ability to choose &amp; use simple tactics &amp; strategies in different situations.</li> <li>• Measure &amp; describe the short-term effects of exercise on the body</li> <li>• Describe how the body reacts to different types of activity.</li> </ul> <p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• To develop basic pool safety skills and confidence in water.</li> <li>• To develop travel in vertical or horizontal position and introduce floats.</li> <li>• To develop push and glides, any kick action on front and back with or without support aids.</li> <li>• To develop entry and exit, travel further, float and submerge.</li> <li>• To develop balance, link activities and travel further on whole stroke.</li> <li>• To show breath control. Introduction to deeper water. Treading water.</li> </ul>
<p><b>English: Writing – Writing: (Talk 4 Writing)</b></p> <p><b>Resource:</b> Elf Road (short burst writing)</p> <p><b>Story Pattern:</b> Portal Story</p> <p><b>Focus:</b> Description – people, places and objects</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Using inverted commas to punctuate speech</li> <li>• Writing noun phrases with modifying adjectives, nouns and prepositional phrases</li> <li>• Using paragraphs to organise ideas</li> </ul> <p><b>Non-fiction:</b></p> <p><b>Resource:</b> How to escape from the Elf Road Portal</p> <p><b>Focus:</b> Instructions</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Guided Reading – Whole Class</li> </ul>		<p><b>Phonics and Spelling – Jolly Phonics</b> whole class phonics teaching including:</p> <p><b>New spelling patterns –</b> Revision of elements covered in The Grammar 1, 2 &amp; 3 Handbooks Spelling Patterns (36 spelling lessons)</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Revision of elements covered in the Grammar 3 Handbook</li> <li>• Nouns acting as concrete/ abstract/possessives</li> <li>• The present participle as an adjective</li> <li>• Onomatopoeia</li> <li>• Agreements</li> <li>• Clauses/independent clauses</li> <li>• Hyphens</li> <li>• Sentence writing – statements and questions, compound sentences</li> <li>• Parsing verbs</li> <li>• Infinitives</li> </ul>	

<ul style="list-style-type: none"> <li>• Whole class reading, 1 to 1 reading.</li> <li>• Reading Comprehension</li> </ul> <p><b>Author Focus: Roald Dahl – James and The Giant Peach</b></p>	<ul style="list-style-type: none"> <li>• Antonyms and Synonyms</li> <li>• Homophones</li> </ul>
<p><b>Maths: NCETM</b></p> <p><b>Unit 8: Review and preparing for fractions</b></p> <p><b>Teaching point 1:</b> Any element of a whole is a part; if a whole is defined, then a part of this whole can be defined.</p> <p><b>Teaching point 2:</b> A whole can be divided into equal parts or unequal parts.</p> <p><b>Teaching point 3:</b> The relative size of parts can be compared.</p> <p><b>Teaching point 4:</b> If one of the equal parts and the number of equal parts are known, these can be used to construct the whole.</p>	<p><b>Unit 9: Fractions greater than 1</b></p> <ul style="list-style-type: none"> <li>• Reason about the location of mixed numbers in the linear number system.</li> <li>• Convert mixed numbers to improper fractions and vice versa</li> <li>• Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers</li> </ul>
<p><b>Additional Curriculum Days:</b></p> <ul style="list-style-type: none"> <li>• Residential trip to Kilve</li> </ul>	

Year 4 Summer Term 2			
<p><b>Science: Living Things and their habitats</b></p> <ul style="list-style-type: none"> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things</li> <li>Identify trees in my local environment using identification charts</li> <li>Identify invertebrates in my local environment using classification keys</li> <li>Identify micro habitats within my local environment (explore the dangers posed to our local environment (litter, population development) and what we can do about it (parks, nature reserves ponds), make simple guides with keys to identify and explore local living things)</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> </ul>		<p><b>DT:</b></p> <p>Silhouette of transport Technical drawing of the transport</p> <ul style="list-style-type: none"> <li>Perform simple, useful, practical tasks, making products for a purpose.</li> <li>Develop and use a range of common practical skills in contexts such as mechanical, diagnostic and repair tasks.</li> <li>Appreciate the need for good design by evaluating a range of design and designers.</li> </ul> <p><b>Artist Focus:</b></p> <ul style="list-style-type: none"> <li>Leonardo Di Vinci</li> </ul>	
<p><b>Geography: Why do so many British people go to the Mediterranean for their holidays?</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Know the names of and locate at least eight European countries and capitals on a map</li> <li>Know at least five differences between living in the UK and a Mediterranean country</li> <li>Know the key physical and human characteristics of the Mediterranean</li> </ul> <p><b>Mapwork, Fieldwork and Data:</b></p> <ul style="list-style-type: none"> <li>Compare two landscapes using maps and aerial photographs.</li> <li>Find and recognise places on maps of different scales.</li> <li>Describe and follow a journey between two places or features using coordinates as the start and finish</li> <li>Draw a map, linked to fieldwork, with features included accurately.</li> <li>Draw an annotated sketch that includes positional and directional language</li> <li>Recognise how data may change over time according to the time of day and the time of year</li> <li>Recognise that initial ideas may change as a result of our observations</li> </ul>		<p><b>Music: Spark yard</b></p> <ul style="list-style-type: none"> <li>Exploring song structure and preparing for performance</li> <li>To begin to recognize and define how music is ordered into different sections prepare a song for performance</li> <li>To follow performance directions</li> <li>To recognize the structure of a song</li> <li>To recognize rhythmic syllable placement in music</li> <li>To prepare songs for performance</li> </ul>	
<p><b>R.E. :</b> AMV RE curriculum and LKS2 Unit 2A6 Understanding Christianity</p> <p><b>Humanism:</b></p> <ul style="list-style-type: none"> <li>Be familiar with the concepts 'material world' and 'secular'.</li> <li>Know that 'secular' means concerned with the material world' and 'not concerned</li> </ul>	<p><b>PSHE/RSE:</b> Resource - Jigsaw <b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> <li>Understand how babies grow and develop in</li> </ul>	<p><b>Computing:</b> Resource - eLIM <b>Active Bytes: I am healthy</b></p> <ul style="list-style-type: none"> <li>Choose apps, games and websites that are appropriate for my age and explain my reasons to my friends</li> <li>Tell my friends about the</li> </ul>	<p><b>French:</b></p> <ul style="list-style-type: none"> <li>Tout sur moi- transition project introducing yourself to your new French teacher.</li> </ul>



<p>with religion’.</p> <ul style="list-style-type: none"> <li>• Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world.</li> <li>• Be familiar with what the 'happy human' symbol means to Humanists.</li> <li>• Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies.</li> <li>• Know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities or that good deeds or wrong-doing will be judged and/or punished by a god or gods.</li> <li>• Be able to tell another person what is meant by ‘Humanist’ and ‘atheist’</li> </ul> <p><b>Kingdom of God:</b></p> <ul style="list-style-type: none"> <li>• When Jesus left, what was the impact of Pentecost?</li> <li>• Pentecost as the beginning of church.</li> <li>• Making the invisible kingdom visible to reflect the love of God</li> </ul> <p><b>Christian Value: Responsibility</b></p>	<p>the mother’s uterus.</p> <ul style="list-style-type: none"> <li>• Understand what a baby needs to live and grow</li> <li>• Understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies</li> <li>• Identify how boys’ and girls’ bodies change on the outside during this growing up process</li> <li>• Identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</li> <li>• Start to recognise stereotypical ideas I might have about parenting and family roles</li> <li>• Identify what I am looking forward to when I move to my next class</li> </ul>	<p>sensible choices I make about when and why I use devices</p> <p><b>Handling Data 1 – CORE</b> Investigating My Sounds (link with Science topic) 3 sessions</p> <ul style="list-style-type: none"> <li>• Consider difference between data and information</li> <li>• Measure sound levels in the classroom using a data logger (discrete data)</li> <li>• Record outside noise and create a line graph to show the changing levels (continuous data)</li> <li>• Investigate insulators of sound</li> </ul>	<p><b>P.E. Cricket/Rounders</b></p> <ul style="list-style-type: none"> <li>• Explore different throwing and catching techniques with a variety of objects stationary, whilst moving and with pressure.</li> <li>• Take part in competitive situations to apply running, throwing and catching skills.</li> <li>• Describe how to run quickly whilst fielding and why this helps me when I play cricket.</li> <li>• Demonstrate communication &amp; collaboration when working in a team.</li> <li>• To develop basic pool safety skills and confidence in water</li> <li>• To develop travel in vertical or horizontal position and introduce floats</li> <li>• To develop push and glides, any kick action on front and back with or without support aids</li> <li>• To develop entry and exit, travel further, float and submerge</li> <li>• To develop balance, link activities and travel further on whole stroke</li> <li>• To show breath control</li> <li>• Introduction to deeper water</li> <li>• Treading water</li> </ul>
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<p><b>Maths: NCETM</b>  <b>Unit 10: Symmetry in 2d shapes</b></p> <ul style="list-style-type: none"> <li>• Identify line symmetry in 2D shapes presented in different orientations.</li> <li>• Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.</li> </ul>	<p><b>Unit 11: Time</b> (build on current understanding of time on an analogue clock and a 12-hour digital clock, that children will have developed in Years 1-3)</p> <ul style="list-style-type: none"> <li>• read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul>	<p><b>Unit 12: Division with Remainders</b></p> <p><b>Teaching point 1:</b>  Objects can be divided into equal groups, sometimes with a remainder; objects can be shared equally, sometimes with a remainder; a remainder can be represented as part of a division equation.</p> <p><b>Teaching point 2:</b>  If the dividend <i>is</i> a multiple of the divisor, there is <i>no</i> remainder; if the dividend <i>is not</i> a multiple of the divisor, there <i>is</i> a remainder. The remainder is always less than the divisor.</p> <p><b>Teaching point 3:</b>  When solving contextual problems involving remainders, the answer to a division calculation must be interpreted carefully to determine how to make sense of the remainder.</p>
<p><b>Additional Curriculum Days:</b></p> <ul style="list-style-type: none"> <li>• Transfer Day</li> <li>• Whole School Sports Day</li> </ul>		

