



## Breadth:

### As Writers:

- Use the main features of a short narrative and non-chronological report.
- Create a fable, exploring different morals.
- Include clear devices to entertain within their writing.
- Create a holiday advert, using research skills. Include clear devices to persuade and inform within their writing.
- Use organisational devices.
- Create detailed settings, characters and plot.
- Use a mixture of simple, compound and complex sentences.
- Write in a formal and informal style.
- Extend the range of sentences with more than one clause by using a wider range of conjunctions.
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Write sentences that include conjunctions, adverbs and clauses.
- Plan, write, edit and improve.

### Texts:

### As Readers:

- Draw inferences from reading.
- Predict from details stated and implied.
- Recall and summarise main ideas.
- Discuss words and phrases that capture the imagination.
- Identify recurring themes and elements of different stories.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
- Ask questions to improve understanding of a text.
- Predict what might happen from details stated and implied.
- Identify how language structure and presentation contribute to meaning.

### As Mathematicians:

**Focus on all times tables and fluency of these facts.**

**Plus:**

#### Multiplication and Division

- Multiples of 3, 6 and 9
- Multiply and divide by 6 and 9
- Times table and division facts
- Multiply and divide by 7
- Multiply and divide by 1 and 0
- Divide a number by one and itself
- Multiply three numbers.

#### Fraction

- Understand the whole
- Partition a mixed number
- Compare and order mixed fractions
- Understand improper fractions
- Convert mixed numbers to improper fractions.
- Convert improper fractions into mixed numbers.

### As Scientists:

- Ask relevant questions.
- Record findings using simple scientific language, drawings and labelled diagrams.
- Report on findings from enquiries, including oral and written explanations.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions.
- Use straightforward scientific evidence to answer questions or to support findings.

#### **The Digestive System and Teeth**

- Describe the simple functions of the basic parts of the digestive system in humans.
- Learn the key vocabulary for the parts of the human digestive system.
- Identify the different types of teeth in humans and their simple functions.
- The children work scientifically to compare teeth belonging to carnivores and herbivores.

<p><b>Class Reader:</b> Aesop's Fables by Michel Rosen</p>			<ul style="list-style-type: none"> <li>Conduct a scientific experiment to explore the effects of different liquids on tooth decay.</li> </ul>
<p><b>As Geographers:</b> <b>Europe</b></p> <ul style="list-style-type: none"> <li>Name and locate the countries of Europe and understand what a continent is.</li> <li>Identify human and physical characteristics of Europe. Recall physical and human features of European countries.</li> <li>Identify and plot the equator and explore its impact on the weather of Europe</li> <li>Understand that European countries have different weather and climates.</li> <li>Compare and recall the physical features covered in previous lessons, including mountains and rivers.</li> <li>Compare the human features and diversity with another European country.</li> <li>Research human facts about the countries - population, language, use of land, religions etc..</li> </ul>	<p><b>Religious Education:</b> <b>Follow the steps of engagement investigation, evaluation and expression.</b> <b>Judaism</b></p> <ul style="list-style-type: none"> <li>Focus on the Jewish celebration of Passover and explore Sabbath laws.</li> <li>Explore how important it is for Jewish people to do what God asks of them.</li> <li>Understand what 'Kosher' means with particular focus on food.</li> </ul>	<p><b>As Computer Experts:</b> <b>Repetition in Shapes</b></p> <ul style="list-style-type: none"> <li>Programme a screen turtle.</li> <li>Programming letters.</li> <li>Patterns and repeats.</li> <li>Using loops to create shapes.</li> <li>Breaking things down.</li> <li>Creating a programme.</li> </ul>	<p><b>As Musicians:</b></p> <ul style="list-style-type: none"> <li>Sing from memory with accurate pitch.</li> <li>Sing in tune.</li> <li>Maintain a simple part within a group.</li> <li>Pronounce words within a song clearly.</li> <li>Compose and perform melodic songs.</li> <li>Create accompaniments for tunes.</li> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>
<p><b>As Citizens (PSHCE):</b> <b>Dreams and Goals:</b></p> <ul style="list-style-type: none"> <li>Can discuss and identify their own hopes and dreams.</li> <li>Understand sometimes hopes and dreams do not come true and that it can hurt.</li> <li>Reflect on positive experiences to help counteract disappointment.</li> </ul>		<p><b>Design and Technology:</b> <b>Pizza Making</b></p> <ul style="list-style-type: none"> <li>Research and explore existing examples.</li> <li>Create a detailed design based around a brief.</li> <li>Form a plan based around a design.</li> <li>Create the final product.</li> <li>Evaluate and suggest improvements.</li> </ul>	<p><b>Being physically active:</b> <b>Hockey</b></p> <ul style="list-style-type: none"> <li>Use control and accuracy to move the ball.</li> <li>Choose appropriate tactics to cause problems for the opposition.</li> <li>Follow the rules of the game and play fairly.</li> <li>Adapt strategies and tactics.</li> <li>Pass to team mates at appropriate times.</li> </ul> <p><b>Gym</b></p> <ul style="list-style-type: none"> <li>Develop balance when transitioning into different positions.</li> <li>Perform a range of leaps and jumps.</li> <li>Engaging core and leg arm strength to control movements.</li> <li>Can work collaboratively as part of a group.</li> </ul>

<ul style="list-style-type: none"> <li>Set new goals even if they have been disappointed.</li> <li>Achieve a goal as part of a team.</li> <li>Identify their own contributions as well as those made by others.</li> </ul>			
<b>Key Vocabulary:</b>	Europe, continent, equator, climate, physical features, human features, United Kingdom, teeth, incisor, molar, canine, premolar, stomach, pancreas, rectum, large intestine, liver, oesophagus.		

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	<p>How many countries make up Europe?</p> <p>Why does the climate change across Europe?</p> <p>How can people change the landscape of a country?</p> <p>What is the population of the United Kingdom?</p>	<p>Explore the sources of evidence that help geographers explore the advantages and disadvantages of human features of a country.</p> <p>Know how many countries make up the continent Europe and which have a coast.</p> <p>Understand economic similarities and differences between European countries.</p> <p>Understand the impact the equator has on different of European countries.</p>	<p>To consider what is important when people have different opinions.</p> <p>How to create a community which is harmonious - respecting others' beliefs and opinions.</p> <p>Aspire to live in a peaceful world.</p> <p>Aspire to explore the changing landscape of Europe.</p> <p>Aspire to pursue a career in geology or geography.</p>

<b>Home learning:</b>	<p>Year 4 homework for this term will be the following:</p> <ul style="list-style-type: none"> <li>Weekly logging into Spelling Shed to practise the weekly spellings - 3 games minimum (to unlock other games)</li> <li>Weekly logging into Times Tables Rockstars - 15 minutes minimum to release other games. <b>This is really important as children will be sitting the Government times tables assessment in the summer term.</b> Please visit <a href="https://www.timestables.co.uk">Multiplication Tables Check - Timestables.co.uk</a> for an online version which will be very similar to the actual assessment.</li> <li>Reading - recorded into the reading diary at least three times a week and are checked every Monday. These entries are added to the weekly reader's raffle and Key Stage 2 readers raffle at the end of term.</li> <li>Homework connected to this term's topic will be shared shortly.</li> </ul>
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