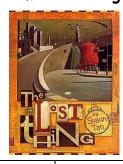
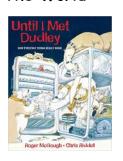
# Year 4 Term 6 2022 Theme: Cracking Contraptions - Inventions That Changed The World









# Breadth:

- Use techniques used by authors to create characters and settings.
- Use organisational devises.
- Plan, write, edit and improve.
- Use a mixture of simple, compound and complex sentences.
- Extend the range of sentences with more than one clause by using a wider range of conjunctions.
- Write sentences that include conjunctions, adverbs and clauses.
- Use the main features of a type of writing (instructional texts).
- Use organisational devices such as headings and sub headings.
- Organise paragraphs around a theme.
- Sequence paragraphs.
- Use prefixes and suffixes and understand how to add them.

#### Texts:

Class reader: The Umbrella Mouse

Narrative: The Lost Thing Non-fiction: Until I Met Dudley

#### 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:

- Recognising tenths and hundredths.
- Dividing by 10.
- Dividing by 100.
- Writing, comparing and ordering decimals.
- Rounding decimals.
- Money
- Telling the time to 5 and 1 minute intervals.
- Using AM and PM
- 24 hourclock
- Identifying and comparing angles.
- 2D shapes.

#### 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 straightforward scientific evidence to answer questions or to support findings.

# **Investigate Living Things**

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys.
- Identify that humans and some animals have skeletons and muscles for support, protections and movement.

# As Geographers:

#### Focus on

 Describe how the locality of the school has changed over time.

# As citizens (PSHCE):

# Jigsaw Puzzle 6- Changing Me

- Appreciate that I am a truly unique human being.
- Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.
- Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation is a natural part of this.
- Have strategies to help me cope with the physical and emotional changes I will experience during puberty
- Know how the circle of change works and can apply it to changes I want to make in my life.

#### As historians:

# Focus- History of the invention of different things. History of the last 50 years (linked to 50<sup>th</sup> anniversary celebrations)

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Place events, artifacts and historical figures on a time line using dates.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.

# As Design Technologists:

- ·Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
- Select appropriate joining techniques.
- Choose suitable techniques to construct products or to repair items.
- Strengthen materials using suitable techniques.

#### As musicians:

- Sing from memory with accurate pitch.
- Sing in tune.
- Maintain a simple part within a group.
- Pronounce words within a song clearly.
- Compose and perform melodic songs.
- Create accompaniments for tunes.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes

# Religious Education:

#### Sikhism

- Present the key teachings and beliefs of a religion.
- Refer to religious figures and holy books to explain answers.
- Identify religious artefacts and explain how and why they are used.
- Describe how some of the values held by communities and individuals affect behaviour and actions.

# As computer Experts:

# Coding

- Use specific screen coordinates to control movement.
- Set the appearance of objects and create sequences of change.
- Specify conditions to trigger events.
- Use IF THEN conditions to control events or objects.

# Being physically active: (Athletics focus)

- Sprint over a short distance up to 60 metres.
- Run over a longer distance, conserving energy in order to sustain performance.
- Use a range of throwing techniques (such as under arm, over arm).
- Throw with accuracy to hit a target or cover a distance.
- Jump in a number of ways, using a run up where appropriate.
- $\boldsymbol{\cdot}$  Compete with others and aim to improve personal best performances.

# Key vocabulary for the term:

Invention, inventor, progress, inspirational, development, change, era, decades, prototype, improve, invertebrates, vertebrates, mammals, amphibians, reptiles, insects, birds, classification, classifying, grouping, qualities, habitat, diversity, puberty, menstruation.

#### Visits and field work:

- River dipping at Letcombe Brook with Mark Bradfield.
- Visit to The Earth Trust- den and shelter building and invertebrate hunting.

Curriculum	Curiosity:	Knowledge of the wider world:	Aspirations:
Drivers:	<ul> <li>When did significant inventions happen?</li> <li>Who invented significant inventions?</li> <li>How has the world changed in the past 100, 50, 25 years?</li> <li>When was the first flight?</li> <li>How has flight changed over time?</li> <li>How have significant inventions changed over time?</li> <li>What inventions might happen in my lifetime?</li> <li>What classification do different animals fall into?</li> <li>How could I find out which animal group an animal I find could be in?</li> <li>What changes happen to our bodies as we grow up?</li> <li>How are babies made?</li> </ul>	<ul> <li>Be able to name some significant inventors and what they invented.</li> <li>Be able to name where in the world some significant inventions were invented.</li> <li>Be able to plot on a map where significant inventions were developed.</li> <li>Be aware of where in the world different animal groups would be found.</li> <li>Be aware how different animals we find can be grouped and classified based on their features and characteristics.</li> </ul>	<ul> <li>Know what jobs are available in the world of STEM and how these jobs can help to develop the inventions of the future.</li> <li>Have ideas for inventions which they would like to develop in the future to make life easier or to solve a problem.</li> <li>Know what jobs are available which would involve animals and why it is important to be able to distinguish between different types.</li> <li>Have a desire to protect and look after animals in our environment.</li> </ul>

# Home learning:

Year 4 homework for this term will be the following:

- Weekly logging into Spelling Shed to practise the weekly spellings 5 games to unlock other games
- Weekly logging into Times Tables Rockstars 15 minutes to release other games.
- Reading- recorded into the reading diary to be entered into the readers raffle every Tuesday and Key Stage 2 readers raffle at the end of term.
- One item to be chosen from the homework menu per week, to be handed in on Tuesday 12<sup>th</sup> June (week 6 of term, not the last week)