

**Breadth:**

- Use techniques used by authors to create characters and settings.
- Use organisational devices.
- 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 <ul style="list-style-type: none">Describe how the locality of the school has changed over time.	As historians: Focus- History of the invention of different things. History of the last 50 years (linked to 50th anniversary celebrations) <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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
As citizens (PSHCE): Jigsaw Puzzle 6- Changing Me <ul style="list-style-type: none">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 pubertyKnow how the circle of change works and can apply it to changes I want to make in my life.		Religious Education: Sikhism <ul style="list-style-type: none">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 <ul style="list-style-type: none">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) <ul style="list-style-type: none">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.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: <ul style="list-style-type: none">River dipping at Letcombe Brook with Mark Bradfield.Visit to The Earth Trust- den and shelter building and invertebrate hunting.	

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	<ul style="list-style-type: none"> • When did significant inventions happen? • Who invented significant inventions? • How has the world changed in the past 100, 50, 25 years? • When was the first flight? • How has flight changed over time? • How have significant inventions changed over time? • What inventions might happen in my lifetime? • What classification do different animals fall into? • How could I find out which animal group an animal I find could be in? • What changes happen to our bodies as we grow up? • How are babies made? 	<ul style="list-style-type: none"> • Be able to name some significant inventors and what they invented. • Be able to name where in the world some significant inventions were invented. • Be able to plot on a map where significant inventions were developed. • Be aware of where in the world different animal groups would be found. • Be aware how different animals we find can be grouped and classified based on their features and characteristics. 	<ul style="list-style-type: none"> • Know what jobs are available in the world of STEM and how these jobs can help to develop the inventions of the future. • Have ideas for inventions which they would like to develop in the future to make life easier or to solve a problem. • Know what jobs are available which would involve animals and why it is important to be able to distinguish between different types. • Have a desire to protect and look after animals in our environment.

Home learning:	<p>Year 4 homework for this term will be the following:</p> <ul style="list-style-type: none"> • 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 12th June (week 6 of term, not the last week)
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