



**Breadth:**

- Use the main features of a biography and non-chronological report.
- Create a biography, exploring the life and impact a key figure has had on the world.
- Include clear devices to entertain and inform within their writing.
- Create a non-chronological report about how to be healthy, using research skills. Include clear devices to inform in their writing.
- Use organisational devices.
- 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.

Class Reader: The Extraordinary Life of...

- 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.

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

## Multiplication and Division

- Divide and multiply 2-digit number by a 1-digit number.
- Divide and multiply 3-digit number by a 1-digit number.

- 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.

- Tenth's as a fraction
- Tenth's as a decimal
- Tenth's on a place value chart and number line
- Hundredth's as a decimal
- Hundredth's as a fraction

- 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.

- Explore the link between vibrations and sound being made.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns and features within pitch and volume.
- Recognise that sounds get fainter as the distance from the sound source increases.

<p><b>As Geographers:</b> <b>International Trade</b></p> <ul style="list-style-type: none"> <li>• Know what is meant by international trade.</li> <li>• Understand the importance of international transportation.</li> <li>• Understand why countries trade food.</li> <li>• Know what is meant by food miles and why some people want to reduce these.</li> <li>• Understand what natural resources are and what they are used for.</li> <li>• Understand the advantages and disadvantages of tourism.</li> </ul>	<p><b>Religious Education:</b> <b>Follow the steps of engagement investigation, evaluation and expression. Buddhism.</b></p> <ul style="list-style-type: none"> <li>• Investigate teachings of the Buddha and exploring what he taught about change.</li> <li>• Discuss situations which are wonderful or problematic.</li> <li>• Explore the stories of Buddha and the teachings connected to them.</li> <li>• Recall Buddha's stories and explain how they may learn from them.</li> </ul>	<p><b>As Computer Experts:</b> <b>Data and information</b></p> <ul style="list-style-type: none"> <li>• Explain what data can be collected using sensors. Know how to log data</li> <li>• Sort and analyse data to find information.</li> <li>• Propose a question that can be answered using logged data.</li> <li>• Plan how to collect data using a data logger.</li> <li>• Draw conclusions from the data that I have collected.</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>Healthy Me:</b></p> <ul style="list-style-type: none"> <li>• Recognise how different friendship groups are formed and how I fit into them.</li> <li>• Understand there are people who take on the roles of leaders or followers in a group.</li> <li>• Understand facts about smoking and its effects on health.</li> <li>• Understand facts about alcohol and its effects on health, and also some of the reasons some people drink alcohol.</li> <li>• Recognise when people are putting me under pressure and 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>Art:</b> <b>Pop Art - Printing</b></p> <ul style="list-style-type: none"> <li>• Understand how to create secondary and tertiary colours.</li> <li>• Understand how to use and identify cool and warm colours.</li> <li>• Explore the work of Andy Warhol and the style of Pop Art.</li> <li>• Evaluate printing capabilities of different materials.</li> <li>• Explore tessellating patterns.</li> <li>• Print a self-portrait using 4 different layers.</li> </ul>	<p><b>Being physically active:</b> <b>Dance</b></p> <ul style="list-style-type: none"> <li>• Show awareness of control when performing.</li> <li>• Match the speed of their dance to the speed of the music.</li> <li>• Recognise the timing of the sounds in a piece of music.</li> <li>• Work with a group to move their body in time with the music.</li> <li>• Work with a group to plan a dance that fits the music.</li> <li>• Deliberately use at least two different dance techniques in their dances.</li> </ul> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>• Dribble with the ball using elements of the correct technique.</li> <li>• Pass the ball over a range of distances.</li> <li>• Move around the court using an effective technique without a ball.</li> <li>• Know the rules for pivoting and using the correct footwork.</li> <li>• Use attacking and defending skills and tactics to contribute towards the success of their team.</li> </ul>

<b>Key Vocabulary:</b>	International, trade, transportation, food miles, tourism, import, export, resource, cargo, destination, pitch, volume, vibrate, sound wave, Pop Art, primary, secondary and tertiary colours.
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<b>Curriculum Drivers:</b>	<b>Curiosity:</b>	<b>Knowledge of the wider world:</b>	<b>Aspirations:</b>
	<p>How can I travel from one country to another?</p> <p>What are food miles?</p> <p>What are the most traded foods globally?</p> <p>What is a natural resource?</p> <p>What are the most visited destinations in the world?</p> <p>What impact does travel have on the environment?</p>	<p>Classify types of tourism.</p> <p>Organise information about some of the world's busiest:</p> <ul style="list-style-type: none"> <li>• airports</li> <li>• sea ports.</li> </ul> <p>Give some reasons why coffee may be the world's most traded beverage.</p> <p>Explain the terms 'import' and 'export'.</p> <p>Locate and label on a map where most of the world's oil is produced.</p>	<p>How to create a worldwide community which is harmonious - respecting others' beliefs and opinions.</p> <p>Aspire to live in a world where each country has food security.</p> <p>Consider the growth of travel options and the ease in which we can now travel internationally.</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, diaries are checked every Monday. These entries are added to the weekly reader's raffle and Key Stage 2 reader's raffle at the end of term.</li> <li>• Two pieces from the homework menu linked to this term's lessons. This will be shared via ParentMail and stuck into the children's homework books.</li> </ul>
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