



Breadth:

As Writers:

- Use the main features of a type of writing. This term will be Poetry and Non-Chronological Reports.
- Include clear devices to inform and entertain within their writing.
- Use organisational devices.
- Use a mixture of simple, compound and complex sentences.
- To be able to write in a formal style.
- To understand, identify and use poetic devices.
- 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:

Class Reader: Mountain themed poetry.

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:

Addition and Subtraction

- Add and subtract 1's, 10s, 00s and 1000s.
- Add up to 4-digit numbers, without exchange, with one exchange and with more than one exchange.
- Estimate answers and checking strategies.

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.

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.

Electricity

- identify common appliances that run on electricity.
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- 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.
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

			<ul style="list-style-type: none">recognise some common conductors and insulators, and associate metals with being good conductors.
<p>As Geographers: Focus on identifying mountainous an atlas and by their characteristics.</p> <ul style="list-style-type: none">Use maps, atlases, globes and digital mapping to locate mountain ranges.Name the different types of mountains and identify their features.Describe and understand key aspects of physical geography including rivers and mountains.Describe and understand key aspects of human geography including how humans have had an impact of the world's mountains and rivers. As well as how we use them to live our lives.Understand and recall the journey of a river.	<p>Religious Education: Christianity</p> <ul style="list-style-type: none">What makes something sacred?Explore different books within the Bible.To know what a psalm and a proverb is. <p>What purpose do the stories inside the Bible have?</p>	<p>As Computer Experts: Creating media – Audio production</p> <ul style="list-style-type: none">Digital recordingsRecording soundCreating podcastsEditing digital recordingsCombining audioEvaluating podcasts	<p>As Musicians:</p> <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
<p>As Citizens (PSHCE): Celebrating difference:</p> <ul style="list-style-type: none">Judging by appearanceUnderstanding influencesUnderstanding bullyingProblem-solvingSpecial meCelebrating differences: how we look.			
<p>As artists:</p> <ul style="list-style-type: none">Develop ideas from starting points throughout the curriculum.Comment on artworks using visual language.Create and combine shapes to create recognisable forms.Adapt and refine ideas as they progress.Select and arrange materials for a striking effect.Create original pieces that are influenced by studies of others.Add materials to provide interesting detail.		<p>Being physically active:</p> <ul style="list-style-type: none">Throw and catch with control and accuracy.Strike a ball and field with control.Choose appropriate tactics to cause problems for the opposition.Follow the rules of the game and play fairly.Adapt strategies and tactics.Pass to team mates at appropriate times.	
<p>Key Vocabulary:</p>	<p>Source, remote, traversing, estuary, mountain ranges, peak, boundary, summit, extends, commercial.</p>		

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	<p>What is the tallest mountain in the world?</p> <p>Where is the longest river in the world?</p> <p>Who was the first person to climb a high mountain range?</p> <p>What are the different types of mountains?</p> <p>What are the stages of the journey of a river?</p> <p>When did we start to plot maps which included mountains and rivers?</p>	<p>Explore the sources of evidence that help geographers understand mountains and rivers.</p> <p>Know how mountains are formed and the features of different mountains.</p> <p>Understand how rivers can be formed.</p> <p>Understand the impact rivers have on communities and how people have used them in the past and in the present.</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 Britain.</p> <p>Aspire to pursue a career in geology or geography.</p>

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. This is really important as children will be sitting the Government times tables assessment in the summer term. Please visit Multiplication Tables Check - Timestables.co.uk for an online version which will be very similar to the actual assessment. Reading- recorded into the reading diary to be entered into the readers raffle every Monday 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 the last Wednesday of term i.e. 4 pieces chosen from the menu to be handed in on Wednesday 14th December.
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