



Breadth:

As writers:

- Use the main features of a type of writing (play scripts).
- Use organisational devices.
- Use a mixture of simple, compound and complex sentences.
- Create characters, settings and plots.
- 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.
- Indicate grammatical and other features by: Using commas after fronted adverbials and indicating possession by using the possessive apostrophe with plural nouns.
- Use prefixes and suffixes and understand how to add them.
- Plan, write, edit and improve.

Texts:

Class reader: The Umbrella Mouse

Narrative: Bombs and Blackberries (play script), Wisp

As readers:

- Prepare plays to read aloud with expression, volume, tone and intonation.
- 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:

- What is a fraction?
- Unit and non-unit fractions.
- Counting in tenths and fractions
- Equivalent fractions
- Fractions greater than 1
- Adding fractions
- Subtracting fractions
- Subtracting from whole numbers
- Finding fractions of a set of objects
- Calculating fractions of a quantity

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.

Investigate sound and hearing

- **Electricity**

- Look at appliances, circuits, lamps, switches, insulators and conductors.
- Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.

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| <p>As Geographers: Focus on the countries involved in World War II and the impact on them</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Use maps, atlases, globes and digital mapping to locate countries and describe features. • Name and locate the countries of Europe and identify their main physical and human characteristics. • Describe key aspects of human geography. • Describe geographical similarities and difference between countries. | <p>As historians: Focus-World War II - make do and mend, dig for victory, VE day</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers 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. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Describe the characteristic features of the past, including ideas, beliefs and experiences of men, women and children. • Place events, artefacts and historical figures on a time line. • Use appropriate historical vocabulary. | <p>As Design Technologists:</p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. | <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 computer Experts: Coding</p> <ul style="list-style-type: none"> • Use specified screen coordinates to control movements. • Set the appearance of objects and create sequences. • Specify conditions to trigger events. • Use IF THEN conditions to control events or objects. | | <p>Religious Education: Sikhism</p> <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. | <p>As citizens (PSHCE): Jigsaw Puzzle 5- Relationships</p> <ul style="list-style-type: none"> • Recognise situations which can cause jealousy in relationships • Identify someone I love and express why they are special to me • Understand that we can remember people even if we no longer see them • Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. |
| <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. • Mix colours effectively. • 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. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate. | | |
| <p>Key Vocabulary:</p> | <p>Influences, evacuated, evacuees, Axis, Allies, Nazis, conflict, global, power, battles, Europe, soldiers, propaganda, Blitz, invasion, conquered, Anderson shelter, Morrison shelter, gas mask, rations, Armed forces, Make do and mend, Dog for Victory, victory, rationing, recycling. Electricity, circuits, parallel, series, conductors, insulators, cell.</p> | | |

| Curriculum Drivers: | Curiosity: | Knowledge of the wider world: | Aspirations: |
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| | <p>How and why did World War II end?</p> <p>Why did some countries form the Axis and some the Allies? What was similar about these countries? What was different?</p> <p>What was life like for children during World War II?</p> <p>How did people 'manage' during the war? What was rationing?</p> <p>What happened to members of my family during World War II?</p> <p>How do we grow our own food?</p> <p>What is propaganda and how did it affect the war?</p> <p>What is electricity? What things are powered by electricity?</p> | <p>Be able to find and identify the countries who were involved in World War II on a world map and globe.</p> <p>Know how the different countries came together to form the Axis and the Allies.</p> <p>Understand how World War II impacted on life during World War II in the different countries involved.</p> <p>Understand how World War II impacts on life today in the different countries involved.</p> <p>Understand how the war ended and the impact on the different countries involved.</p> <p>Link to countries currently suffering from war-discussions about comparisons and differences.</p> | <p>Create a desire to find out about personal family history linked to World War II.</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 have jobs which involve a deeper knowledge of electricity.</p> <p>Aspire to recycle objects and be part of a more sustainable way of life.</p> <p>Aspire to be more self-sufficient and be able to grow their own food.</p> |

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| 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 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 the last Tuesday of term i.e. 4 pieces chosen from the menu to be handed in on Tuesday 24th May. |
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