



**Breadth:**

**As writers:**

- Write stories that contain mythical, historical characters or events.
- Use techniques used by authors to create characters and settings.
- 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.
- Use fronted adverbials (including using commas after it).
- Write sentences that include conjunctions, adverbs, direct speech and clauses.
- Organise paragraphs around a theme.
- Use prefixes and suffixes and understand how to add them.
- Plan, write, edit and improve.

**Texts:**

**Class reader:** Indigo Wilde and the Creatures of Jellybean Crescent

**Narrative:** The Lion and The Unicorn  
My Secret War Diary

**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.
- Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.
- 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.

**As Mathematicians:**

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

- Knowledge of the 11 and 12 times table.
- Multiply 3 numbers
- Factor pairs
- Multiplying 2 digit by 1 digit numbers
- Multiplying 3 digit by 1 digit numbers
- Divide 2 digit by 1 digit numbers (including remainders)
- Divide 3 digit by 1 digit numbers
- Understand area
- Calculate area
- Compare area

**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**

- **Sound**
- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibration from sounds travel through a medium to the ear.

<p><b>As Geographers:</b>  <b>Focus on the countries involved in World War II.</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Use maps, atlases, globes and digital mapping to locate countries and describe features.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>• Describe key aspects of human geography.</li> </ul>	<p><b>As historians:</b>  <b>Focus-World War II - the start of the war, evacuees.</b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Use appropriate historical vocabulary to communicate.</li> </ul>	<p><b>As linguists (French):</b></p> <ul style="list-style-type: none"> <li>• Express personal experiences and responses.</li> <li>• Understand the main points from spoken passages.</li> <li>• Ask others to repeat words or phrases if necessary.</li> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Take part in discussions and tasks.</li> <li>• Demonstrate a growing vocabulary.</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 computer Experts:</b>  <b>Coding</b></p> <ul style="list-style-type: none"> <li>• Use specified screen coordinates to control movements.</li> <li>• Set the appearance of objects and create sequences.</li> <li>• Specify conditions to trigger events.</li> <li>• Use IF THEN conditions to control events or objects.</li> </ul>		<p><b>Religious Education:</b>  <b>Judaism and The Torah</b></p> <ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe how some of the values held by communities and individuals affect behaviour and actions.</li> </ul>	<p><b>As citizens (PSHCE):</b>  <b>Dreams and Goals Jigsaw Puzzle 4</b></p> <ul style="list-style-type: none"> <li>• Identify the feelings that they have about their friends and different friendship groups</li> <li>• Recognise how different people and groups they interact with impact on them.</li> <li>• Recognise negative feelings in peer pressure situations.</li> <li>• Can tap into their inner strength and knowhow to be assertive</li> </ul>
<p><b>As artists:</b></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Comment on artworks using visual language.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Experiment with creating mood with colour.</li> <li>• Mix colours effectively.</li> <li>• Use layers of two or more colours.</li> <li>• Select and arrange materials for a striking effect.</li> <li>• Create original pieces that are influenced by studies of others.</li> <li>• Make printing blocks.</li> </ul>	<p><b>Being physically active:</b>  <b>Gym</b></p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Refine movements into sequences.</li> <li>• Move in a clear, fluent and expressive manner. Travel in a variety of ways by transferring.</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>• Pass to team mates at appropriate times.</li> <li>• Maintain possession of a ball.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> </ul>		

<b>Key Vocabulary:</b>	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. Sound, vibrations, vibrate, travel, volume, amplitude, wave, air particles, ear drum, sound proofing, pitch.
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<b>Curriculum Drivers:</b>	<b>Curiosity:</b>	<b>Knowledge of the wider world:</b>	<b>Aspirations:</b>
	<p>What caused World War II to begin?</p> <p>Which countries were involved in World War II?</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>What happened to members of my family during World War II?</p> <p>What causes sound? How do we hear noises?</p>	<p>Be able to find and identify the countries who were involved in World War II.</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>Link to countries currently suffering from war.</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 sound e.g. musician, sound engineer etc..</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 – 5 games to unlock other games</li> <li>• Weekly logging into Times Tables Rockstars – 15 minutes to release other games. <b>This is really important as children will be sitting the Government times tables assessment in the summer term. 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.</b></li> <li>• 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.</li> <li>• One item to be chosen from the homework menu per week, to be handed in on the last Tuesday of term i.e. 5 pieces chosen from the menu to be handed in on Tuesday 5<sup>th</sup> April.</li> </ul>
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