

Aim high, believe; Fly high, achieve.

Term: Spring

Year group: 4

Main theme for learning: Why do some earthquakes cause more damage than others? / How vicious were the Vikings?

English	Maths	Science	Computing	RE
<p>- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>- Draft and write by</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organising paragraphs around a theme.</li> <li>In narratives, creating settings and characters.</li> <li>Using simple organisational devices in non-narrative material [for example, headings and sub-headings].</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>proposing changes to grammar and vocabulary to improve consistency</li> </ul> <p>- Proof-read for spelling and punctuation errors.</p> <p>-use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>-develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>Learning the grammar for years 3 and 4 in English Appendix 2.</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul> <p><b>Reading</b></p> <p>Retrieve and record information from non-fiction.</p> <p>Develop positive attitudes to reading and</p>	<p><b>Multiplication and division</b></p> <p>-Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p>-recognise and use factor pairs and commutativity in mental calculations</p> <p>-multiply two-digit and three-digit numbers by a one-digit number <b>using formal written layout</b></p> <p><b>Measurement: Length and Perimeter</b></p> <p>-measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p><b>Fractions and Decimals</b></p> <p>-recognise and show, using diagrams, families of common equivalent fractions</p> <p>-count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10</p> <p>-add and subtract fractions with the same denominator</p> <p>-recognise and write decimal equivalents of any number of tenths or hundreds</p> <p>-recognise and write decimal</p>	<p><b>Living things and their habitats</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-recognise that living things can be grouped in a variety of ways</li> <li>-explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>-recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <p><b>Animals, including humans</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-describe the simple functions of the basic parts of the digestive system in humans</li> <li>-identify the different types of teeth in humans and their simple functions</li> <li>-construct and interpret a variety of food chains,</li> <li>-identify producers, predators and prey</li> </ul>	<p><b>Programming A - Repetition in shapes</b></p> <p>To identify that accuracy in programming is important</p> <p>To create a program in a text-based language</p> <p>To explain what 'repeat' means</p> <p>To modify a count-controlled loop to produce a given outcome</p> <p>To decompose a task into small steps</p> <p>To create a program that uses count-controlled loops to produce a given outcome</p> <p><b>Creating media - Audio editing</b></p> <p>To identify that sound can be recorded</p> <p>To explain that audio recordings can be edited</p> <p>To recognise the different parts</p>	<p><b>World Religion</b></p> <p><b>Judaism</b></p> <p>How special is the relationship Jews have with God?</p> <p>- We are learning to understand the special relationship between Jews and God and the promises they make to each other.</p> <p><b>Easter</b></p> <p><b>Salvation</b> - Why do Christians call the day Jesus died Good Friday? Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</p> <p>Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving,</p>

<p>understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence.</p> <p>Show understanding through intonation, tone, volume and action when performing poems and play scripts.</p> <p>Identify features that characterise books set in different cultures or historical settings</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>equivalents to <math>\frac{1}{4}</math> , <math>\frac{1}{2}</math> , <math>\frac{3}{4}</math></p> <p>-find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>-solve simple measure and money problems involving fractions and decimals to 2 decimal places</p>		<p>of creating a podcast project</p> <p>To apply audio editing skills independently</p> <p>To combine audio to enhance my podcast project</p> <p>To evaluate the effective use of audio</p>	<p>sharing the message and the example of Jesus.</p> <p>Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p>
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History/Geography	Art	Design Technology	Music	PE	PSHE
<p><u>Earthquakes</u></p> <ul style="list-style-type: none"> <li>• <b>Locate</b> and <b>describe</b> the effects of the Christchurch earthquake of 2011 from a range of sources;</li> <li>• <b>Observe</b> and <b>record</b> the distribution of earthquakes in New Zealand over the past two hundred years;</li> <li>• <b>Identify, describe</b> and <b>explain</b> the causes of earthquakes;</li> <li>• <b>Describe</b> and <b>explain</b> why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world;</li> <li>• <b>Understand</b> through <b>explanation</b> and <b>reaching conclusions</b> why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction;</li> <li>• <b>Identify, describe</b> and <b>explain</b> the causes of volcanoes;</li> <li>• <b>Explain</b> why volcanoes often occur at the same location as earthquakes in places such as New Zealand;</li> </ul> <p><u>Vikings</u></p> <p>Know where the Vikings came</p>	<p>*to create sketch books to record their observations and use them to review and revisit ideas</p> <p>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>*to know about great artists, architects and designers in history.</p>	<p><u>Viking Soda Bread</u></p> <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> <li>* understand and apply the principles of a healthy and varied diet.</li> <li>* prepare and cook savoury dishes using a range of cooking techniques.</li> </ul> <p>Design</p> <ul style="list-style-type: none"> <li>* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>*generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces</li> </ul> <p>Evaluate</p>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, playing musical instruments (ukuleles) with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> </ul>	<p><b>Dance</b></p> <p>perform dances using a range of movement patterns</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p><b>Netball</b></p> <p>Can pass the ball keeping their elbows in</p> <p>Can perform a stride stop and pivot with some control</p> <p>Can dodge into a space and receive a ball</p> <p>Can dodge into a space</p> <p>Can mark their partner and keep on the balls of their feet</p> <p>Can flick their wrist (wave goodbye to the ball) as they shoot</p> <p>Can play and accept the rules; competing fairly, being gracious in victory and defeat most of the time</p> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Perform a rocket jump with a turn.</li> <li>• Perform a teddy bear roll.</li> <li>• Perform matching</li> </ul>	<p><b>Keeping myself safe</b></p> <p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk.</p> <p>Identify images that are safe/unsafe to share online;</p> <p>Know and explain strategies for safe online sharing;</p> <p>Understand and explain the implications of sharing images online without consent. Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not;</p> <p>Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p> <p>Describe stages of identifying and managing risk;</p> <p>Suggest people they can ask for help in managing risk.</p> <p>Understand that we can be influenced both positively and negatively;</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p> <p><u>Rights and responsibilities</u></p> <p>Explain how different people in the school and local community help them stay healthy and safe;</p>

<p>from and why they attacked. Pupils to understand the term invasion.</p> <p>Place the Vikings on a timeline in relation to the Romans and Saxons</p> <p>Give some reasons as to why the Vikings gained their reputation.</p> <p>Understand that their reputation was exaggerated by the accounts written by monks.</p> <p>Understand that most negative accounts come from period when they were raiding.</p> <p>Grasp that Vikings kept coming to Britain for almost 300 years first as raiders then as settlers.</p> <p>Identify which source historians used when making statements, e.g. about trade</p>		<p>*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p>and mirroring balances.</p> <ul style="list-style-type: none"> <li>• Perform a bunny hop and do this on a variety of apparatus.</li> <li>• Perform a short sequence on mats.</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• Can stop a ball using the sole, inside and sometimes outside of their feet,</li> <li>• Can pass a ball using the inside of their feet with accuracy.</li> <li>• Can dribble a ball using their feet and turn with some control.</li> <li>• Can make a standing tackle in a 1v1</li> <li>• Can kick a moving ball past a goalkeeper with some accuracy.</li> <li>• Can play and accept the rules; competing fairly , being gracious in victory and defeat</li> </ul>	<p>Define what is meant by 'being responsible';</p> <p>Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.</p> <p>Understand that humans have rights and also responsibilities;</p> <p>Identify some rights and also responsibilities that come with these.</p> <p>Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</p> <p>Recognise that everyone can make a difference within a democratic process.</p> <p>Define the word <i>influence</i>;</p> <p>Recognise that reports in the media can influence the way they think about a topic;</p> <p>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</p> <p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</p> <p>Recognise that they can play a role in influencing outcomes of situations by their actions.</p>
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routes and jewellery so that they can see that Vikings were more than simple raiders; they also traded.

Realise that people differ in their view of the Vikings not just at the time but in later times.

Show that they are aware of both arguments for them being raiders or settlers.

See that raiders describe an early part of their contact with Britain, whereas traders the later.

Begin to argue whether history has been fair to the Vikings showing how opinion has changed and why.

- French**  
**Niveau blanc Module 3 and 4**
- be able to understand and create simple spoken or written sentences including an adverbial opener, a verb, nouns, adjectives and conjunctions.
  - revise how to say how old I am
  - learn a new verb - *je vois* (I can see)
  - revise what the function of a verb is in a sentence
  - learn what the function of a pronoun is in a sentence
  - develop spelling skills, with a focus on colours
  - practise sequencing groups of words alphabetically, in order to further develop dictionary skills
  - identify the grapheme 'oi' in French and English words, and know its English pronunciation