

<p align="center"><b>SCIENCE</b></p> <p align="center"><u>Animals, including humans</u></p> <p><b>Unit 4: Teeth and Eating</b> Pupils should be taught to:</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b>SMSC</b> Understanding about keeping healthy and looking after your body.</p>	<p align="center"><b>P.E.</b></p> <p><b>SWIMMING</b> PPA – Coaching</p> <p><b>SMSC</b> Developing social skills of co operation, responsibility, communication, personal commitment and keeping healthy.</p>	<p align="center"><b>R.E.</b></p> <p><b>UNIT QUESTION What do Christians believe about God?</b> This unit will develop pupils' knowledge of Christian belief in God. It will explore the meaning of life, life after death and how this affects how Christians feel and act today.</p> <p><b>SMSC</b> Understanding the beliefs of others.</p>	<p align="center"><b>ART AND DESIGN:</b></p> <p><b>Line</b> Exploring marks with pens pg 28-32</p> <p><b>Texture</b> Repeated patterns pg 56-59</p> <p><b>Canadian Art</b> Moose head Canada wreath.</p> <p><b>American Art</b> Statue of Liberty torch.</p> <p><b>Mexican Art</b> Mexican God's eye</p> <p><b>SMSC</b> Exercising the imagination and expressing our creativity through a variety of art media.</p>	<p align="center"><b>KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD:</b></p> <p>A study of <b>North America</b>, identification of countries and major cities, its human and physical features and how these compare and contrast within this area.</p> <p><b>SMSC</b> Understanding the cultures of other countries.</p>			
<p align="center"><b>ENGLISH:</b></p> <p><b>A playscript</b> Key Fiction text: 'The Fly and the Fool' by Lou Kuenzier Writing outcome: To write a playscript scene based on the characters from Rumpelstiltskin.</p> <p><b>Evaluating evidence</b> Key Non-fiction text: 'Junior Detective' Writing outcome: To select two pieces of evidence to write about, and then present them to a 'court'.</p> <p><b>Grammar focus:</b> Plurals, possession and apostrophe <b>Handwriting Units 12-17</b> <b>Cross curricular work</b> Recounts about visits and country factfiles.</p> <p><b>Class book linked to unit:</b> Brothers Grimm folktales</p> <p><b>SMSC</b> Understanding about the importance of honesty and treating people with respect.</p>		<p align="center"><b>YEAR 4</b></p> <p align="center"><b>North America</b></p> <hr/> <p align="center"><b>PSHCE/British Values</b></p> <ul style="list-style-type: none"> <li>• Assembly themes</li> <li>• Continue to enforce and respect class and school rules.</li> </ul>	<p align="center"><b>MATHEMATICS:</b></p> <p><b>UNIT 5</b></p> <ul style="list-style-type: none"> <li>* count backwards through zero to include negative numbers</li> <li>* recognise the place value of each digit in a four-digit number</li> <li>* order and compare numbers beyond 1000</li> <li>* round any number to the nearest 10 or 100</li> <li>* solve number and practical problems with increasingly large positive numbers</li> <li>* practise mental methods with increasingly large numbers to aid fluency</li> <li>* subtract numbers with up to 4 digits using the formal written method of columnar subtraction where appropriate</li> <li>* estimate and use inverse operations to check answers to a calculation</li> <li>* solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> <li>* identify acute and obtuse angles and compare and order angles up to two right angles by size</li> </ul> <p><b>UNIT 6</b></p> <ul style="list-style-type: none"> <li>* count in multiples of 25 and 1000</li> <li>* multiply two-digit numbers by a one-digit number using formal written layout</li> <li>* solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</li> <li>* extend the use of the number line to connect fractions, numbers and measures</li> <li>* understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths</li> <li>* count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</li> <li>* solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>* convert between different units of measure [for example, kilometre to metre]</li> <li>* estimate, compare and calculate different measures</li> </ul> <p><b>SMSC</b> Learning that numbers are a symbol system and different cultures have different systems eg Arabic and Roman numerals.</p>	<p align="center"><b>COMPUTING</b></p> <p><b>We are musicians – producing digital music</b></p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Understand computer networks, including the internet; and the opportunities they offer for communication and collaboration.</p> <p>Be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</p> <p><b>SMSC</b> Finding out about the world from information resources eg the internet.</p>	<p align="center"><b>DESIGN AND TECHNOLOGY:</b></p> <p><b>Design:</b> Use research and develop design criteria to inform the design of innovate, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate ideas through discussion, annotated sketches, and prototype.</p> <p><b>Make:</b> Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Bridges (prototype, Around the world with North America focus, key individuals mini-study )</b></p> <p><b>Technical knowledge:</b> Understanding how to strengthen, stiffen and reinforce complex structures .</p> <p><b>Evaluate:</b> Investigate and evaluate a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in Design Technology have helped to shape the world.</p> <p><b>SMSC</b> Considering the impact of design and technology on society and using resources safely.</p>	<p align="center"><b>FRENCH:</b></p> <p><b>Numbers 31-40</b></p> <p><b>Pets, descriptions and opinions</b></p> <p>Children will briefly experience numbers 31- 40. They will focus on learning the names of pets and revising masculine and feminine nouns. Children will develop the ability to give opinions about pets and then further develop revision of plural of nouns.</p> <p><b>SMSC</b> Learning about other cultures.</p>	<p align="center"><b>MUSIC</b></p> <p><b>Building and Around the world – exploring beat and pitch</b></p> <ul style="list-style-type: none"> <li>• To learn words and signs for a song to take part in sign2sing challenge.</li> <li>• To learn about verse and chorus song structure.</li> <li>• To combine four body percussion ostinato as a song accompaniment.</li> <li>• To understand texture.</li> <li>• To learn about layered structure in a rhythmic ostinato piece.</li> <li>• To create rhythmic ostinati.</li> <li>• To accompany a melody with a drone.</li> <li>• To describe the structure of a piece of orchestral music.</li> <li>• To read a clock score to play a piece combining drone and melodic ostinati.</li> <li>• To use rondo structure to build a performance.</li> <li>• To explore the pentatonic scale.</li> <li>• To play leaps.</li> <li>• To read graphic notation.</li> <li>• To develop listening skills.</li> <li>• To describe music using musical and non-musical terms.</li> <li>• To compose and notate pentatonic melodies.</li> <li>• To play a pentatonic song with leaps.</li> <li>• To combine tuned and untuned percussion and singing.</li> </ul> <p><b>SMSC</b> Listening to music and using instruments from other cultures.</p>
<p><b>FOCUS WEEK:</b> Creative week – Artists and Designers. 16 - 20 January 2017</p>							