

<p align="center"><u>SCIENCE</u></p> <p>Unit 3: Looking at states Pupils should be taught to: compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>SMSC Understanding that water is essential to life.</p>	<p align="center"><u>P.E.</u></p> <p>Swimming PPA - coaching</p> <p>SMSC Developing social skills of co-operation, responsibility, communication, personal commitment and keeping healthy.</p>	<p align="center"><u>R.E.</u></p> <p>UNIT QUESTION What do Christians believe about God? 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>SMSC Understanding the beliefs of others.</p>	<p align="center"><u>ART AND DESIGN:</u></p> <p>Changing colours by adding paint pg 40 Painting using a variety of brush strokes pg 28.</p> <p>Easter Art Easter Card Easter Basket.</p> <p>SMSC Exercising the imagination and expressing our creativity through a variety of art media.</p>	<p align="center"><u>KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD:</u></p> <p>A study of North America, identification of countries and major cities, its human and physical features and how these compare and contrast within this area. A focused study of Yellowstone and key aspects of its human and physical geography. Geographical skills and fieldwork including the use of maps, atlases, globes and digital mapping.</p> <p>SMSC Understanding the cultures of other countries.</p>
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<p align="center"><u>ENGLISH:</u></p> <p>A story with a historical setting. Key Fiction text: 'Runaways!' by Jim Eldridge Writing outcome: To use the historical setting from 'Runaways!' to write a new part of the story from one character's point of view.</p> <p>Newspapers Key Non-fiction text: 'London Herald' Writing outcome: To write an entry for a class newspaper that is set during Victorian times. Grammar focus: Standard English Handwriting: Cross Curricular Work Information about Yellowstone Skype call. Diary work about the water cycle.</p> <p>Class book linked to unit: Hetty Feather Jacqueline Wilson</p> <p>SMSC To understand about historical events and how these affected people.</p>	<p align="center"><u>YEAR 4</u></p> <p align="center">Yellowstone A study of the National Park</p> <hr/> <p>PSHCE – Dreams and Goals</p> <ul style="list-style-type: none"> • Assembly themes • Continue to enforce and respect class and school rules. <p>Respecting the environment.</p>	<p align="center"><u>MATHEMATICS:</u></p> <p>UNIT 7</p> <ul style="list-style-type: none"> * practise mental methods with increasingly large numbers to aid fluency * add numbers with up to 4 digits using the formal written method of columnar addition where appropriate * estimate and use inverse operations to check answers to a calculation * solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why * add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate * estimate and use inverse operations to check answers to a calculation * solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why * interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs * solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs <p>UNIT 8</p> <ul style="list-style-type: none"> * multiply three-digit numbers by a one-digit number using formal written layout * 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 * extend understanding of the number system and decimal place value to hundredths * recognise and write decimal equivalents of any number of hundredths * 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 * compare numbers with the same number of decimal places up to two decimal places measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres * find the area of rectilinear shapes by counting squares * relate area to arrays and multiplication <p>SMSC To learn that numbers are a symbol system and different cultures have different systems, eg, Arabic and Roman numerals</p>
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<p align="center"><u>COMPUTING</u></p> <p>We are HTML editors – editing and writing HTML</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use technology safely, respectfully and responsibly; know a range of ways to report concerns and unacceptable behaviour.</p> <p>Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information.</p> <p>SMSC Finding out about the world from information resources, eg, the Internet</p>	<p align="center"><u>DESIGN AND TECHNOLOGY:</u></p> <p>Design: 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>Make: 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>Bridges (prototype, Around the world with North America focus, key individuals mini-study)</p> <p>Technical knowledge: Understanding how to strengthen, stiffen and reinforce complex structures .</p> <p>Evaluate: 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>SMSC Considering the impact of design and technology on society and using resources safely.</p>	<p align="center"><u>FRENCH:</u></p> <p>Pets, descriptions and opinions</p> <p>Children will develop their understanding further, learning masculine and feminine adjectives. Adjectives for colour, size and quantity will be learned. Children will then write a description of pets and should have accessed and experienced stories: 'In the pet shop' and 'I haven't got any friends'. Finally they will read and write an animal colour poem of their own.</p> <p>SMSC Learning about other cultures.</p>	<p align="center"><u>MUSIC</u></p> <p>Building and Around the world – exploring beat and pitch</p> <ul style="list-style-type: none"> • To learn words and signs for a song to take part in sign2sing challenge. • To learn about verse and chorus song structure. • To combine four body percussion ostinato as a song accompaniment. • To understand texture. • To learn about layered structure in a rhythmic ostinato piece. • To create rhythmic ostinati. • To accompany a melody with a drone. • To describe the structure of a piece of orchestral music . • To read a clock score to play a piece combining drone and melodic ostinati. • To use rondo structure to build a performance. • To explore the pentatonic scale. • To play leaps. • To read graphic notation. • To develop listening skills. • To describe music using musical and non-musical terms. • To compose and notate pentatonic melodies. • To play a pentatonic song with leaps. • To combine tuned and untuned percussion and singing. <p>SMSC Listening to music and using instruments from other cultures.</p>
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FOCUS WEEKS:
Maths, science and technology week March 13-17