

<p>SCIENCE Living things and their habitats Unit 2: Living things</p> <p>Pupils should be taught to: recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>SMSC: Considering how to treat living things and he environment with care and sensitivity.</p>	<p>P.E. Real PE – Unit 1</p> <p>Lesson 1 – Co ordination, hopscotch movements and other footwork. Lesson 2 – Co ordination footwork patterns game. Lesson 3 – Co ordination task cards game. Lesson 4 – Co ordination Through the gates game. Lesson 5 – Co ordination Footwork assault course game.</p> <p>SMSC-experiencing and reflecting on feelings of determination, exhilaration and enjoyment.</p>	<p>R.E</p> <p>UNIT QUESTION How do Hindus worship?</p> <p>This unit will develop knowledge about the Hindu religion. It will explore Hindu beliefs about God, private and communal worship, and symbols in Hinduism.</p> <p>SMSC-learning about different religious communities and how they work together.</p>	<p>ART AND DESIGN:</p> <p>Drawing Egyptian drawing on papyrus.</p> <p>Painting Creating washes pg 70-71.</p> <p>Sculpting Canopic Jar lid</p> <p>Cross-curricular Making papyrus and decorating in an Egyptian Style.</p> <p>SMSC-learning about art from a variety of cultural contexts and the role it plays.</p>	<p>KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD - HISTORY</p> <p>Achievements of Early Civilisations - Ancient Egyptians Where and when did the first civilisations appear? Who were the Ancient Egyptians? How was society organised? Who were pharaohs? Why were they important? What were their great achievements and inventions? Paper, clocks, ox drawn plough, calendars, decimal system, shaduf What did the Ancient Egyptians believe? What were pyramids and what were they used for?</p> <p>SMSC-looking at how cultures have changed.</p>	
<p>ENGLISH:</p> <p>A story from another culture Key Fiction text: 'Sugarcane Juice' by Pratima Mitchell Writing outcome: To use ideas and characters from Sugarcane Juice to write a new tension-filled episode of the story. Persuasive writing Key Non-fiction text: 'VIPERI' – Critic's Review' VIPERI – A Film Trailer Writing outcome: To write a trailer script to advertise a film to a specific audience. Grammar focus: Nouns and pronouns Spelling focus: Possessive apostrophe with plural words Homophones and near-homophones Cross Curricular Work Report about Oriental museum Handwriting Science recording Unit 17–23</p> <p>Class book linked to unit: Stories from India – Anna Milbourne and Linda Edwards. SMSC-hearing / reading novels stories and poems from a variety of cultures and traditions.</p>		<p>YEAR 4 The Egyptians</p> <p>PSHCE/British Values Assembly themes. Continue to enforce school and class rules. Show respect for property at the Oriental Museum. Respect citizens from different countries (Hindu topic)</p>	<p>MATHEMATICS:</p> <p>UNIT 8 * 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> <p>UNIT 9 * count backwards through zero to include negative numbers * recognise the place value of each digit in a four-digit number * order and compare numbers beyond 1000 * round any number to the nearest 10, 100 or 1000 * solve number and practical problems with increasingly large positive numbers * read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value * 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 * estimate, compare and calculate different measures, including money in pounds and pence * compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>SMSC-engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution.</p>		
<p>COMPUTING</p> <p>We are co-authors – producing a wiki</p> <p>Solve problems by decomposing them into smaller parts.</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 search technologies effectively.</p> <p>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; identify a range of ways to report concerns about content and contact.</p> <p>SMSC-finding out about the world from information resources eg CD-ROM, internet.</p>		<p>DESIGN AND TECHNOLOGY:</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. Shaduf (see Plan Bee, include prototype)</p> <p>Technical knowledge: Understanding and using mechanical systems.</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-recognising their own creativity and that of others.</p>		<p>Numbers 41-60</p> <p>My daily routine</p> <p>Children will experience telling time on the hour, half past, ¼ to and ¼ past and perhaps even develop telling time in 5 minutes/ 1 minute interludes. Children will focus on developing their ability to understand vocabulary and phrases linked to their daily routine through learning of –er verbs. Chn should experience reading and writing a letter about a typical day. Briefly study numbers 41 – 60.</p> <p>SMSC-to learn about other cultures.</p>	<p>MUSIC Exploring composition and beat</p> <ul style="list-style-type: none"> To create a news programme using songs and raps. To listen to music featuring bells and clocks. To understand about rhythm and syncopation. To sing and play bell patterns. To listen to and orchestral clock piece of music. To create descriptive music. <p>SMSC-exploring their feelings by listening to a wide variety of music.</p>
<p>FOCUS WEEKS 5 -9 June Enterprise and Careers week</p>					