

<p>SCIENCE Unit 6: Brilliant Bubbles</p> <p>This is a chance to explore some of the science that interests us and develops working scientifically skills. This topic shows them that everyday objects have links to science.</p> <p>SMSC: being fascinated by how things work and what might happen.</p>	<p>P.E. Real PE – Unit 6</p> <p>Lesson 1 – Ball chasing – Tunnels competition. Lesson 2 – Ball chasing – Timing through collaboration game. Lesson 3 – Ball chasing – Team strategies challenges game. Lesson 4 – Ball chasing – Develop sequences game. Lesson 5 – Ball chasing – Oversee competition game. Lesson 6 – Ball chasing – Tunnels competition.</p> <p>SMSC: developing social skills of co-operation, responsibility, communication, personal commitment, loyalty and team.</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: expressing their thoughts creatively.</p>	<p>ART AND DESIGN:</p> <p>Drawing Doodles pg 60-61 Ink name Hieroglyphs. Drawing Egyptian artefacts</p> <p>Painting Egyptian painting colour restriction pg 85 and 91.</p> <p>Cross-curricular Pasta jewellery</p> <p>SMSC: exercising the imagination and expressing their feelings through a variety of art media.</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? <i>Paper, clocks, ox drawn plough, calendars, decimal system, shaduf</i> What did the Ancient Egyptians believe? What were pyramids and what were they used for?</p>	
<p>ENGLISH:</p> <p>A Dilemma Story Key Fiction text: Lost or Stolen? By Narinder Dhani Writing outcome: To use the structure and characters from 'Lost or Stolen?' to write a new chapter of the story with a different dilemma and setting. Information Texts Key Non-fiction text: 'Gadget Magic' <i>The Greatest Gadget of Them All?</i> Writing outcome: To write an advice leaflet about keeping your phone safe, and to produce a presentation about a gadget to pitch to a panel. Grammar focus: Inverted commas Spelling focus: Adding suffixes beginning with vowel letters to words of more than one syllable More prefixes Cross Curricular Work Stories from another culture Extra unit of work, (Prince of Egypt)</p> <p>Handwriting Unit 26 to 30 Class book linked to unit: The Prince of Egypt</p> <p>SMSC: hearing/reading novels stories and poems from a variety of cultures and traditions.</p>		<p>YEAR 4 The Egyptians</p> <p>PSMCE/British Values Assembly themes. Continue to enforce school and class rules. Respect citizens from different countries (Hindu topic)</p>	<p>MATHEMATICS:</p> <p>UNIT 10 * 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 object * use factors and multiples to recognise equivalent fractions and simplify where appropriate * recognise and show, using diagrams, families of common equivalent fractions * add and subtract fractions with the same denominator * solve simple measure and money problems involving fractions * convert between different units of measure * estimate, compare and calculate different measures</p> <p>UNIT 11 * add and subtract numbers with up to 4 digits using formal written methods, estimate and use inverse operation 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 * extend understanding of the number system and decimal place value to tenths and then hundredths * recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>* recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ * 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 * round decimals with one decimal place to the nearest whole number * compare numbers with the same number of decimal places up to two decimal places * solve simple measure and money problems involving fractions and decimals to two decimal places * describe positions on a 2-D grid as coordinates in the first quadrant * plot specified points and draw sides to complete a given polygon</p> <p>UNIT 12 * practise to become fluent in the formal written method of short division with exact answers * use place value, known and derived facts to divide mentally * 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 * 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> <p>SMSC: learning that numbers are a symbol system and different cultures have different systems (Arabic, Roman)</p>		
<p>COMPUTING</p> <p>We are meteorologists – presenting the weather Work with variables and various forms of input and output.</p> <ul style="list-style-type: none"> Use logical reasons to explain how some simple algorithms work. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. <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 accomplishes given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>SMSC: finding out about the world from information resources eg CD-ROM, internet and enjoying the quality of work that they can produce.</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: considering the impact of design and technology on society.</p>		<p>Numbers 41-60</p> <p>My daily routine</p> <p>Children will experience telling time on the hour, half past, $\frac{1}{4}$ to and $\frac{1}{4}$ 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: learning 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: listening and using instruments from other cultures.</p>
<p>FOCUS WEEKS: 9-9 June Enterprise Week 10 – 14 July Healthy Lifestyles Week</p>					