

<p>SCIENCE</p> <p><u>Unit 5: Power it up!</u> Pupils should be taught to: Identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>SMSC Recognising that we need to be safe with electricity.</p>	<p>P.E</p> <p>Rugby Coaching PPA coaching</p> <p>SMSC: Developing social skills of co operation, responsibility, communication, personal commitment and keeping healthy</p>	<p>R.E</p> <p>UNIT QUESTION What can we learn about Christian beliefs and symbols from looking at churches?</p> <p>In this unit pupils will learn about some of the signs and symbols in Christianity. They will develop their understanding of Christian worship, and their knowledge of Christian places of worship. They will also explore the differing practices within Christian denominations. Exploring baptism and Advent.</p> <p>SMSC: Understanding the beliefs of others.</p>	<p>ART AND DESIGN:</p> <p>Making lines with pastels pg 20 3D shapes pg 44-45</p> <p>Painting Mixing secondary colours pg 38-39</p> <p>Texture Pattern, natural and man made book 5/6 pg 72</p> <p>Cross-curricular</p> <p>Christmas wrapping paper Christmas cards Calendars</p> <p>SMSC: Exercising the imagination and expressing their creativity through a variety of art media.</p>	<p>KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD - HISTORY</p> <p><u>Britain's Settlement by Anglo Saxon and Scots AD 410, up to the first Viking invasion</u> What caused the Romans to leave Britain? <i>Recall of Army which allowed other successful invasions</i> Who settled in Britain after the Romans? <i>Irish Scots invaded North of England – therefore became Scotland</i> What were the settlements like? Where did names come from? How did religious beliefs change during the period? What was the art and culture of Anglo Saxon Britain? SMSC: Understanding the beliefs of others.</p>	
<p>ENGLISH:</p> <p>A story in narrative verse Key Fiction text: 'The Bogey Men and the Trolls Next Door' by Kaye Umansky Writing outcome: To write a story using some of the characters from 'The Bogey Men and the Trolls Next Door'. Explanation texts Key Non-fiction text: 'The Stella Stage School' 'How the Voice Works' Writing outcome: To write about a pupil's life at stage school based on a radio interview. Grammar focus: Adverbials including fronted adverbials. Spelling focus: Unit 5-8 of RWI spelling program</p> <p>Handwriting: Using 'PENPALS' pupils will be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Cross Curricular Work Diary Entries</p> <p>Class book linked to unit: Trolls Go Home</p> <p>SMSC</p> <p>Talking about being nice to each other and treating our neighbours well (link to troll story).</p>		<p>YEAR 4 Autumn 2nd Half</p> <p>Britain's Settlement by Anglo Saxon and Scots AD 410, up to the first Viking invasion</p> <p>PSHCS/BRITISH VALUES</p> <ul style="list-style-type: none"> Assembly themes Continue to enforce and respect class and school rules. <p>Respecting beliefs in Anglo Saxon Times.</p>	<p>MATHEMATICS:</p> <p>UNIT 3</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 answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why extend understanding of the number system and decimal place value to tenths recognise and write decimal equivalents of any number of tenths 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 problems involving decimals to two decimal places convert between different units of measure estimate, compare and calculate different measures <p>UNIT 4</p> <ul style="list-style-type: none"> count in multiples of 7 recall multiplication and division facts for multiplication tables up to 12 x 12 recognise and use factor pairs and commutativity in mental calculations solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together three numbers multiply two-digit numbers by a one-digit number using formal written layout convert between different units of measure read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days <p>SMSC Learning that numbers are a symbol system and different cultures have different systems (Arabic and Roman).</p>		
<p>COMPUTING</p> <p>We are toy designers – prototyping an interactive toy</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use sequence, selection and repetition in programs; work with various forms of input and output. <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>SMSC: Finding out about the world from information resources eg internet.</p>	<p>DESIGN AND TECHNOLOGY:</p> <p>Design: 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. 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>Electrical circuit, with switch. Eg explorer headlamp.</p> <p>Technical knowledge: Understand and use electrical systems in their products, using series circuits, switches and bulbs.</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>Anglo Saxon Bread SMSC: Considering the impact of design and technology on society using resources safely.</p>	<p>FRENCH:</p> <p>Colours, opinions and 'Sleeping Beauty'</p> <p>Children will learn French vocabulary for colours and how to express preferences within sentences. They should also develop the ability to ask and answer questions and share and experience the story of 'Sleeping Beauty'.</p> <p>SMSC: Learning about other cultures.</p>	<p>MUSIC</p> <p>Sounds and Recycling – exploring sounds and structure</p> <ul style="list-style-type: none"> To learn about classifying instruments by the way sounds are produced. To explore the combined expressive effects of different instrument groups. To learn some simple beatboxing sounds. To sing a song and add beatboxing sounds. To make instruments. To learn to sing partner songs. To make instruments. To performing verse and chorus structure. To interpret notation. To improvise. To understand ABA structure. <p>SMSC: Listening to and using instruments from other cultures.</p>		
<p>FOCUS WEEKS: 13-17 November Staying Safe/Book week</p>					