

WOW Days

Video/ live museum of work completed this term including tsunami wave art and music created

Bridge making/ investigation activity week

English

Texts and possible writing opportunities;

Newspaper report ('Tuesday' by David Wiesner)

Recount ('The Freedom Song' – from 'The Story Museum')

Character description – Little Red Riding Hood – write a traditional tale from the perspective of a different character (the wolf).

Discussion text – persuasive letter to the head teacher

Computing

We are software designers - Developing a simple educational game using Scratch.

E -Safety focus on safely sharing information.

We are toy designers- Prototyping an interactive toy using scratch

E-Safety focus, how to stay safe and be responsible on-line

Maths Number – place value - Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000.

Solve number and practical problems that involve all of the above and 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

Number- addition and subtraction

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

Number – multiplication and division

Recall and use multiplication and division facts for multiplication tables up to 12 x 12.



Geography

Children will be taught to;

Describe and understand key aspects of physical geography – why do earthquakes / tsunamis / volcanoes occur?

Use maps, atlases and globes to locate countries – where do we find earthquakes / volcanoes / tsunamis in the world? Look at plate tectonics – where are the boundaries and why are they so significant?

Links in Learning

The Tsunami wave art and music completed this term follows on from the work in Year 3 where children created soundscapes. As part of the Stone age topic in Year children looked at ancient artefacts, cave paintings and ruins. In Year 2 children looked at maps moving onto using atlases in Year 3.

History

Children will study;

Various case studies of earthquakes, volcanic eruptions and tsunamis e.g. San Francisco in 1989, Mt St Helens in 1980 and Sri Lanka in 2004.

To understand methods of historical enquiry - Pompeii. Teeth preserved. Has helped us to understand the past e.g. lifestyles, diet.

Art and Design

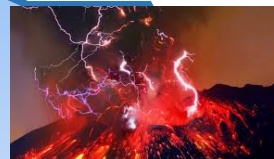
Children will be taught to improve their mastery of art and design techniques.
Improve mastery of art and design techniques, including painting with a range of materials – 'The Big Wave art' activity.

Languages

Children will learn;
Spanish greetings and how to describe themselves and their appearance.

Science

Children will be taught;
To describe the simple functions of the basic parts of the digestive system in humans.
To identify the different types of teeth in humans and their simple functions.
To construct and interpret a variety of food chains, identifying producers, predators and prey.



Year 4

Extreme Earth!

Autumn 1 and 2

PE

Net/wall Games- Basketball/netball, learning how to send, **and** receive ball with hands, change of direction.
Dance, focusing on pull, push, turn, kick, shake, spin, swirl.

PSHE

To understand about school rules
To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
Why and how rules and laws are made and enforced.

Music

To improvise and compose music for a range of purposes – Storm interlude from 'Peter Grimes' – BBC Ten Pieces.

Design and Technology

Children will be taught to;
Design, make and evaluate purposeful, functional, appealing props for themselves and other users based on design criteria – make an earthquake-proof bridge.

RE

Symbolism, Worship:

What do the religions teach about God? How do language and symbols express deep ideas, beliefs and feelings? How does worship express different beliefs about God, humans and the world? How does worship help believers in their daily lives?

Are natural disasters an act of God or simply a result of 'Mother Nature'?

Founders/Prophets, Diversity in religions:

How do the lives, teachings and example of the key religious figures in the different religions influence the faith today? Do these figures provide a good example for us on how to live our lives? What do different practices and forms of expression within faiths show about their different beliefs? Given the differences, how can communities learn to live together?