



What's making news?

Children will be learning about natural disasters, what is happening in the news around the world and concluding with sports events



KUW

Science—

To identify how sounds are made, associating some of them with something vibrating

To recognise that vibrations from sounds travel through a medium to the ear

To find patterns between the pitch of a sound and features of the object that produced it

To find patterns between the volume of a sound and the strength of the vibrations that produced it

To recognise that sounds get fainter as the distance from the sound source increases.

Geography -

To use appropriate geographical vocabulary

To use atlases and globes, and maps and plans of a range of scales

To identify and describe what places are like

To recognize some physical and human processes

To recognise how places fit within a wider geographical context

To locate places they study

To study a range of places in different parts of the world

History -

To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied

To ask and answer questions, and to select and record information relevant to the focus of the enquiry.

To learn about the characteristic features of the periods communicate their knowledge of history in a variety of ways

RE— Why is Abraham so important to many people?

Week 1, 2 and 3

Literacy—To create an advertisement for their product

ICT—How can I present my advert on the iPad?

Science—How do we hear sound? How can we insulate sound?

Literacy - Disasters Non Chronological report writing (2 weeks)

ICT— How can I use green screen to present facts?

Geography— What is in the news around the world?

Science / Geog—What is a tsunami—how is it a natural disaster?

WORLD CUP WEEK:

ICT— How can I use 2paint a picture to create a background for my animation?

Science / Geography -How does a volcano erupt - how can we recreate it?

Week 4 and 5

Literacy— Newspaper reports (2 weeks)

ICT— How can I use the snapshot feature of the digital blue to create an animation?

Geography— What is the weather like around the world?

Geography—What is an earthquake—how is it a natural disaster?

ICT— How can I add titles, credits and transitions to my animation?

YEAR 4 TRANSITION DAY

Y3 Art—What illustrations would represent things important to you?

Science — How can exercise help us to stay healthy?

Week 6 and 7

Literacy— Persuasive Texts (2 weeks)

ICT— How can I use crazy talk to report a natural disaster?

PE—How can we use knowledge of skills and tactics to invent a suitable game?

Science—How can different outdoor sports and pentathlons help you stay healthy?

FUN DAY

Literacy—(Apprentice Literacy task week)

ICT— How can you use expression to make your script interesting to podcast?

ICT—How can I add titles, credits and transitions to my animation?

Creative Development

Art -

To collect visual information to help develop ideas

Combine visual qualities of materials and match them to the purpose of the work

Compare approaches to their own and others' work

To question and make observations for starting points for their work

DT -

To generate ideas for products

To measure, mark out, cut and combine components accurately

To cut materials and assemble, join and combine components and materials accurately.

To reflect on the progress of their work as they make, identifying ways they could improve their product

To use finishing techniques to improve the appearance of their product

Music -

To read, follow and perform music on a stave

To build and create appropriate sounds and dynamics with their voice

To follow a steady beat to perform and create rhythms

Mathematical Development

Mental addition and subtraction (MAS):

Written addition and subtraction (WAS):

Problem solving, reasoning and algebra (PRA):

Measurement (MEA)

Decimals, percentages and their equivalence to fractions (DPE):

Number and place value (NPV):

Decimals, percentages and their equivalence to fractions (DPE):

Mental multiplication and division (MMD):

Written multiplication and division (WMD):

Geometry: properties of shapes (GPS):

Geometry: position and direction (GPD)

Fractions, ratio and proportion (FRP):

Statistics (STA)

Fridays test practise: To know written methods for multiplication and division, and applying maths to solve problems

Target Numeracy: To develop techniques for handling data and reading different scales

Esafety:

Y4 "Whose is it anyway?"

Students will be able to ...

- define plagiarism and describe its consequences.

- explain how giving credit is a sign of respect for people's work.

- articulate when it is acceptable to use people's work, and how to write a citation

JIGSAW VIDEO

Physical Development

Games - Striking and Fielding games (cricket / rounders)

To develop skills of aiming, hitting and catching the ball

Games - Olympic Sports practise for sports day

To develop skills of throwing and aiming (quoits/ howlers/ javelins)

To develop skills of jumping and running (hurdles, long jump, triple jump, skipping, sprint, sack race, baton relay)

Communication Language and Literacy

Non chronological and newspaper reports —reading, studying and then writing own non fiction texts

Persuasive Texts—reading, studying and then writing own persuasive texts

Using a range of media to create oral and visual versions of persuasive texts

Big writing—working on target : To write imaginative and thoughtful texts.

SPAG: Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)

ICT- Using iMovie and Adobe Spark to create videos

To understand how to use iMovie.

To understand how to use Adobe Spark.

To be sensitive to the needs of the audience and think carefully about the content

To talk about what they could improve in future work

MFL- Vive le sport!

To listen for specific words and phrases

To read and understand a range of familiar phrases

To use mental association to help remember words

To listen for sound, rhyme and rhythm

Discrete Learning

French: Vive le sport

PSHE

RE: Judaism

Science: Sound

Key

Outside environment

Multiculturalism

Arts

PSHE Y3

To know how to make healthy choices.
To learn from setbacks understanding achievement.

To understand risk and hazard and how to keep safe in our environment.

PSHE Y4

To understand how humans change in a lifecycle.

To understand what happens in puberty.
To learn about menstruation and wet

FOREST SCHOOL

What pollinators are present in the raised beds?

To design flood defences for the forest area

To evaluate, compare and contrast each groups flood defences

How do you pond dip?

How can sketch techniques be used to represent forest features?



