

Year 4 Term 1

Healthy eating through stories Alice in Wonderland (Use the sensory room to 'fall down the rabbit hole' as a hook for a writing task)

English

Reading (word reading):

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).
- Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. (recording book reviews using the green screen)

Reading (comprehension):

- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.
- Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.
- Understand what he/she reads by predicting what might happen from details stated and implied.
- Retrieve and record information from non-fiction over a wide range of subjects.

Writing (composition):

- Draft and write in narratives, creating settings, characters and plots.
- Draft and write non-narrative material, using headings and sub-headings to organise texts.
- Evaluate and edit by assessing the effectiveness of his/her own writing.
- Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.
- Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing (handwriting):

- Use the diagonal and horizontal strokes that are needed to join letters, and understand which letters, when adjacent to one another, are best left

Maths

Number:

- **Count in multiples of 6, 7, 9, 25 and 1000.**
Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- **Round any number to the nearest 10, 100 or 1000.**
Addition and subtraction
- Add numbers with up to 4 digits using the formal written method of columnar addition.
- **Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why.**
- **Recall multiplication and division facts for multiplication tables up to 12 x 12.**
- Use place value, and known and derived facts, to multiply and divide mentally, including: multiplying by 0 and 1, dividing by 1, multiplying together three numbers.
- Recognise and use factor pairs and commutatively in mental calculations.

Shape:

- **Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.**
- **Identify lines of symmetry in 2-D shapes presented in different orientations.**
- Complete a simple symmetric figure with respect to a specific line of symmetry.

- **Convert between different units of measure e.g. kilometre to metre, hour to minute.**

Time:

- 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>unjoined.</p> <ul style="list-style-type: none"> • Increase the legibility, consistency and quality of his/her handwriting e.g. 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>Writing (spelling):</p> <ul style="list-style-type: none"> • Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto- • Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician. • Spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's. • Spell words with the 's' sound spelt 'sc' e.g. science, scene. • Use the first three or four letters of a word to check its spelling in a dictionary. <p>Writing (VGP):</p> <ul style="list-style-type: none"> • Understand the grammatical difference between the plural and the possessive -s. • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'. • Use paragraphs to organise ideas around a theme. • Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, 'Sit down!'. • Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial. 	
<p>Science</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases. • Examine the difference of riding with/without a flat tyre. Understand how to fix a flat tyre. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). • Identify the part played by evaporation and condensation in the water cycle, and associate the rate of evaporation with temperature. <p>Working Scientifically (choose which objectives to focus on; please ensure full coverage over the duration of a year).</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them. 	<p>Computing</p> <p>(Use Code for Life and Romos to recap on algorithms and debugging)</p> <ul style="list-style-type: none"> • Internet safety including how to report something, cyberbullying and the laws around social media. • Use the sensory room, radio room and other ICT resources to support cross-curricular learning throughout the topic • Use other input devices such as cameras or sensors

<ul style="list-style-type: none"> • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help with answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Use straightforward scientific evidence to answer questions or to support his/her findings. 		
<p>History: Victorians</p> <ul style="list-style-type: none"> • I can plot events on a timeline using centuries. • I can explain how the lives of wealthy people were different from the lives of poorer people. • I can explain how historic items and artefacts can be used to help build up a picture of life in the past. • I can explain how an event from the past has shaped our life today. • I can research what it was like for children in Victorian times using a variety of resources and present my findings to an audience. 	<p>Geography: History Focus</p>	<p>Art:</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Experiment with ways in which surface detail can be added to drawings. • Use sketchbooks to collect and record visual information from different sources. • Draw for a sustained period of time
<p>DT</p> <ul style="list-style-type: none"> • Understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the body needs to be healthy and active. • Understand seasonality and the advantages of eating seasonal and locally produced food. • Read and follow recipes which involve several processes, skills and techniques. <p>Link to the healthy eating element of the curriculum due to 'Healthy Eating Through Stories' topic.</p>		
<p>Kitchen: Prepare food products taking into account the properties of ingredients and sensory characteristics</p> <ul style="list-style-type: none"> • Select and prepare foods for a particular purpose • Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. • Weigh and measure using scales • Cut and shape ingredients using appropriate tools and equipment e.g. grating • Join and combine food ingredients appropriately e.g. beating, rubbing in 	<p>Kitchen Activities:</p> <ul style="list-style-type: none"> • Prepare meals for the guests at the tea table. • Prepare meals for the guests at the tea table, the Mad hatters tea party. Incorporate measuring, weighing joining food ingredients and decorating aspect of skills (left). • Ensure that the tea party is in keeping with understanding of a healthy balanced diet. 	

<ul style="list-style-type: none"> • Decorate appropriately • Work safely and hygienically • Show awareness of a healthy diet from an understanding of a balanced diet 	
<p>Garden (outdoors):</p> <ul style="list-style-type: none"> • to gain an understanding of seasonality. • to be able to sort foods based on seasonality. • to compare the cost of store bought and home grown produce (in order to make a cost effective tea party). 	<p>Garden (outdoor) Activities:</p> <ul style="list-style-type: none"> • Re-enactments of key scenes in Alice in Wonderland (e.g. falling down the rabbit hole and the Queen of Hearts croquet session). • Host an outdoor ‘Madhatters’ tea party. • Use the produce grown in the garden for their tea party. • Use nature/outdoor environment to generate decorations for the tea party.
<p>PSHE:(seal) New beginnings.</p> <p>See SEAL New beginnings</p>	<p>RE:</p> <p><u>The Synagogue</u></p> <p>How do Jews show that God is present in the synagogue? How does the Torah help Jewish people to understand what being Jewish means?</p> <p>Concepts to understand:</p> <ul style="list-style-type: none"> - Synagogue <ul style="list-style-type: none"> • Ark • NerTamid • Torah portion read in services • Role of the rabbi - Torah <ul style="list-style-type: none"> • Written on parchment scroll in Hebrew • Treated with respect • Laws and rules set out how people should live • The Ten Commandments • Examples of writings eg. Psalms and proverbs • Stories – The life of Moses • Stories about the Jews’ relationship with God – David and Goliath
<p><u>P.E</u></p> <p>Class teacher takes the class to Swimming lessons run by GLL.</p>	
<p><u>Music</u></p> <p>To become familiar with basic notation moving on to more advanced notation. Understand that a key changes the pitch of a song. Play through C Major and G Major on the keyboards.</p>	

To develop some basic practical keyboard skills.

MFL

Listening

- Gain overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.
- Identify different ways to spell key sounds, and select the correct spelling of a familiar word.

Speaking

- Take part in conversations and express simple opinions giving reasons.
- Adapt known complex sentences to reflect a variation of meaning.
- Begin to use intonation to differentiate between sentence types.
- Create a short piece for presentation to an audience.

Reading

- Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.
- Learn a song or poem using written text for support.
- Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.

Writing

- Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.
- Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.

Grammar

- Know how to conjugate some high frequency verbs.
- Understand how to make changes to an adjective in order for it to 'agree' with the relative noun.

Visits