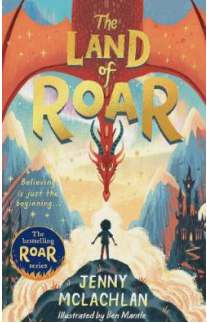

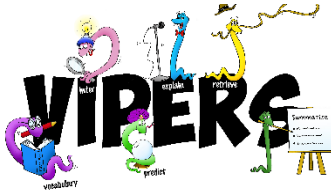


English	Maths	Science							
<p><b>Genre: Narrative</b>  <b>Stimulus: The Feast</b></p> <p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>➤ Adverbials</li> <li>➤ Dialogue</li> <li>➤ Prepositions</li> <li>➤ Taste (adjectives)</li> <li>➤ Repetition for effect</li> <li>➤ Inner thoughts</li> <li>➤ Similes</li> <li>➤ Short sentences</li> <li>➤ Conjunctions</li> <li>➤ Questions</li> <li>➤ Pathetic fallacy</li> <li>➤ Sentence openers</li> <li>➤ Onomatopoeia</li> <li>➤ Relative clauses</li> <li>➤ Lists</li> <li>➤ Expanded noun phrases</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>➤ Adjectives</li> <li>➤ Homophones</li> <li>➤ Commas after fronted adverbials</li> <li>➤ Expanded noun phrases</li> <li>➤ Editing and evaluating</li> </ul> <p><b>Spellings</b></p> <ul style="list-style-type: none"> <li>➤ Words ending '-ous'</li> <li>➤ Words ending in '-ous' including those where 'ge' from the base word remains</li> <li>➤ Words where a suffix is added to a word ending in y</li> <li>➤ Words ending in -ious and -eous</li> <li>➤ Challenge Words</li> </ul>	<p><b>Reading</b>  <b>Prior Learning:</b>                      Y3 - Introduction of VIPERS skills.</p> <p><b>Class Novel:</b>  <b>The Land of Roar</b>                      by Jenny McLachlan</p>  <p><b>Wider Reading Across The Curriculum:</b>  <b>The House With Chicken Legs and Lost Words</b></p>   <table border="1" data-bbox="680 1118 1176 1378"> <tr> <td><b>Vocabulary</b></td> <td rowspan="6">Development of skills across a range of genres and through the curriculum.</td> </tr> <tr> <td><b>Inference</b></td> </tr> <tr> <td><b>Prediction</b></td> </tr> <tr> <td><b>Explain</b></td> </tr> <tr> <td><b>Retrieve</b></td> </tr> <tr> <td><b>Summarise</b></td> </tr> </table> <p>Development of reading accuracy and fluency across a range of age appropriate texts.</p>	<b>Vocabulary</b>	Development of skills across a range of genres and through the curriculum.	<b>Inference</b>	<b>Prediction</b>	<b>Explain</b>	<b>Retrieve</b>	<b>Summarise</b>	<p><b>Prior Learning:</b> Year 3 – Multiplication – Multiplying a 2-digit number by a 1-digit number. Use of bus stop method for division. Length and Perimeter.</p> <p><b>Times Table Focus: 9x</b>  <b>TTRS Battle: Year 4 Battle – 4U vs 4Q vs 4KC</b></p> <p><b>Please practise all times tables up to 12x12</b></p> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>➤ Informal written methods for multiplication.</li> <li>➤ Multiply a 2-digit and 3-digit number by a 1-digit number.</li> <li>➤ Divide a 2-digit and 3-digit number by a 1-digit number.</li> <li>➤ Correspondence problems</li> <li>➤ Efficient multiplication</li> </ul> <p><b>Measurement: Length and Perimeter</b></p> <ul style="list-style-type: none"> <li>➤ Measure in kilometres and metres</li> <li>➤ Equivalent lengths (kilometres and metres)</li> <li>➤ Perimeter of a rectangle and rectilinear shape</li> <li>➤ Find missing lengths in rectilinear shapes</li> <li>➤ Calculate the perimeter of rectilinear shapes</li> <li>➤ Perimeter of regular polygons</li> <li>➤ Perimeter of polygons</li> </ul> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>➤ Identify how sounds are made, associating some of them with something vibrating.</li> <li>➤ Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>➤ Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>➤ Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>➤ Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>
<b>Vocabulary</b>	Development of skills across a range of genres and through the curriculum.								
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## PSHE

**Prior learning:** Year 3 – Setting goals to achieve. What it means to be resilient.

### Dreams and Goals

- I can plan and set new goals even after a disappointment.
- I can explain what it means to be resilient and to have a positive attitude.



## French

**Prior learning:** Year 3 – Saying phrases in French and asking questions.

### My Home

In this unit the children will learn how to:

- Say whether they live in a house or an apartment and say where it is.
- Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.
- Tell somebody in French what rooms they have or do not have in their home.
- Ask somebody else in French what rooms they have in their home.
- Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).



## DT

**Prior learning:** Year 3 - Experience of using different joining, cutting and finishing techniques with paper and card. A basic understanding of 2D and 3D shapes in mathematics and the physical properties and everyday uses of materials in science.

### Structures – Aqueducts

#### **Designing**

- Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.
- Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.

#### **Making**

- Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.
- Explain their choice of materials according to functional properties and aesthetic qualities.
- Use finishing techniques suitable for the product they are creating.

#### **Evaluating**

- Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.
- Test and evaluate their own products against design criteria and the intended user and purpose.

#### **Technical knowledge and understanding**

- Develop and use knowledge of how to construct strong, stiff shell structures

## Computing

**Prior learning:** Year 3 – Use of the internet to safely search using a safe search engine. Looking at information online and discussing whether it was accurate or not.

### Computing systems and networks (Internet)

- Connecting networks.
- Understanding what the internet is made of.
- Understanding how information can be shared.
- Recognising what a website is.
- Identifying accurate information online.



## Geography

**Prior learning:** Year 3 – Comparison of local area to area covered.

### How do earthquakes and volcanic eruptions happen?

- Locate places in the world where volcanoes occur. Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.
- Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.
- Discuss how volcanoes affect human life e.g. settlements and spatial variation – study Pacific Ring of Fire.

### What are the key physical and human features of Campania, Italy and how do they compare to my region?

- Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.
- Identify main trade, tourism and economy in Sicily and compare to region of the UK.



## PE

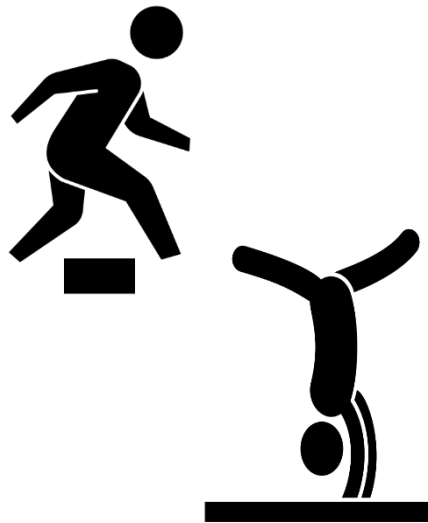
**Prior learning:** Year 3 – Develop balance and strength towards bigger and more complicated movements eg: rolls and stands. Run in different directions and at different speeds, using a good technique.

### Multi Skills

- Demonstrate good running technique in a competitive situation.
- Reinforce jumping techniques safely and accurately.

### Gymnastics

- Develop balance and strength towards bigger and more complicated movements.
- Perform and repeat longer sequences with clear shapes and controlled movement.



## RE

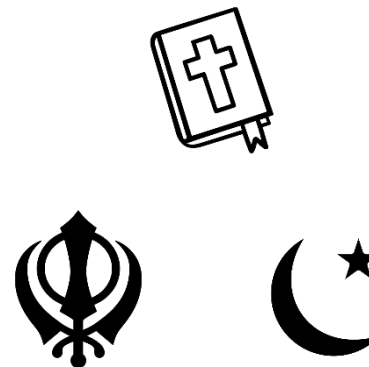
**Prior learning:** Year 3 – Disposition of Being Modest and Listening to Others.

### Disposition:

- Being Modest and Listening to others
- Creating Inclusion, Identity and Belonging

### Learning Objectives:

- Why should we listen to others?
- What is worth listening to?
- What do Christians expect to happen when they listen carefully?
- How do Christians demonstrate that Jesus' words matter?
- How do Muslims show that Prophet Mohammed's words matter?
- And what do followers of Islam expect to happen when they listen carefully?
- How do Sikhs show that they belong?



## Music

**Prior learning:** Year 3 - Play a rhythmical pattern on an instrument clearly Beginning to show an awareness of volume and tempo when performing with others.

### Clarinet, Violin and Drums

- Play a rhythmical melody on an instrument, exploring pitch.
- Adapting volume and tempo when performing with others.
- Improvise and compose simple rhythms using Y4 notes
- Listen to and repeat rhythms with a steady pulse using a rest.
- Crochets, minims, **semibreves**, stave and crotchet rests
- Know the duration of the Y4 notes
- Show appreciation for music, discussing how music makes us feel.
- Describe how a piece of music changes throughout using musical vocabulary:
  - Dynamics – **piano, forte**
  - Tempo – fast, moderate, slow
  - Timbre – gentle, harsh
- Listen and respond to a range of music, discussing how music has changed throughout history.

