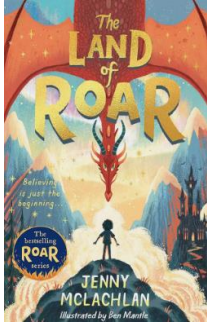
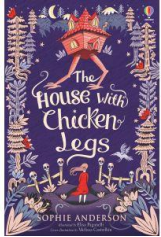
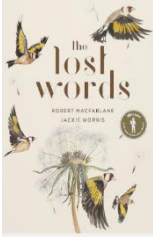
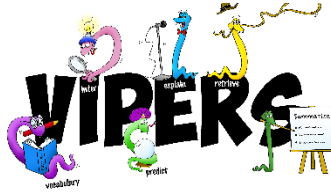


English	Maths	Science							
<p><b>Genre: Diary</b>  <b>Stimulus: The Land of Roar</b></p> <p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>➤ Adverbials</li> <li>➤ Dialogue</li> <li>➤ Prepositions</li> <li>➤ Taste (adjectives)</li> <li>➤ Repetition for effect</li> <li>➤ Inner thoughts</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="678 1118 1176 1380"> <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.								
<b>Inference</b>									
<b>Prediction</b>									
<b>Explain</b>									
<b>Retrieve</b>									
<b>Summarise</b>									

## 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).



## Art

**Prior learning:** Year 4 – Analyse the work of artists. Sketch designs.

### Roman Mosaics

- To analyse the creative works of Ancient Roman mosaics.
- To use sketch skills to design a variety of mosaic designs.
- To experiment with collage techniques.
- To make an Ancient Roman inspired mosaic out of various materials.

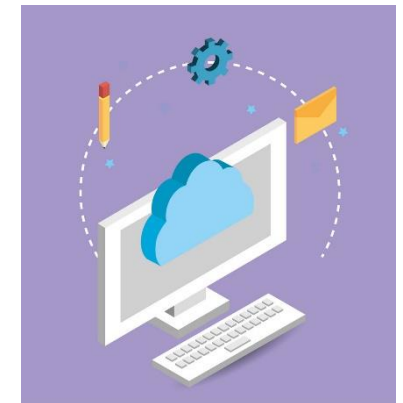


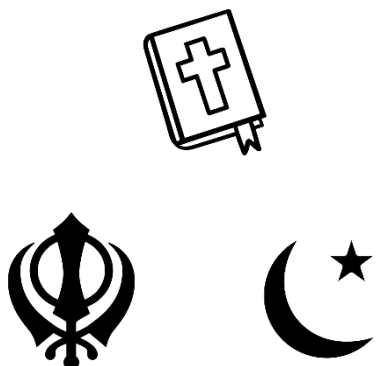

## Computing

**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.

### Repetition in shapes

- Using a text-based programming language to explore count-controlled loops when drawing shapes.



Geography	PE	RE	Music
<p><b>Prior learning:</b> <i>KS1: Identify seasonal weather patterns in the United Kingdom and the locations of hot and cold areas of the world, such as the equator and the North and South Poles.</i></p> <p><b>Weather Phenomena</b></p> <ul style="list-style-type: none"> <li>➤ What is the difference between weather and climate?</li> <li>➤ How can we collect weather data?</li> <li>➤ How can we collect and record weather data?</li> <li>➤ How can we present weather data?</li> <li>➤ How can we analyse our weather data and evaluate our fieldwork?</li> </ul>	<p><b>Prior learning:</b> <i>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.</i></p> <p><b>Multi Skills</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate good running technique in a competitive situation.</li> <li>➤ Reinforce jumping techniques safely and accurately.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>➤ Develop balance and strength towards bigger and more complicated movements.</li> <li>➤ Perform and repeat longer sequences with clear shapes and controlled movement.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>➤ To be able to swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>➤ To use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</li> <li>➤ To perform safe self-rescue in different water-based situations?</li> </ul>	<p><b>Prior learning:</b> <i>Year 3 – Disposition of Being Modest and Listening to Others.</i></p> <p><b>Disposition:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Being Modest and Listening to others</b></li> <li>➤ <b>Creating Inclusion, Identity and Belonging</b></li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ Why should we listen to others?</li> <li>➤ What is worth listening to?</li> <li>➤ What do Christians expect to happen when they listen carefully?</li> <li>➤ How do Christians demonstrate that Jesus' words matter?</li> <li>➤ How do Muslims show that Prophet Mohammed's words matter?</li> <li>➤ And what do followers of Islam expect to happen when they listen carefully?</li> <li>➤ How do Sikhs show that they belong?</li> </ul> <div style="text-align: center;">  </div>	<p><b>Prior learning:</b> <i>Year 3 - Play a rhythmical pattern on an instrument clearly Beginning to show an awareness of volume and tempo when performing with others.</i></p> <p><b>Clarinet, Violin and Drums</b></p> <ul style="list-style-type: none"> <li>➤ Play a rhythmical melody on an instrument, exploring pitch.</li> <li>➤ Adapting volume and tempo when performing with others.</li> <li>➤ Improvise and compose simple rhythms using Y4 notes</li> <li>➤ Listen to and repeat rhythms with a steady pulse using a rest.</li> <li>➤ Crochets, minims, <b>semibreves</b>, stave and crotchet rests</li> <li>➤ Know the duration of the Y4 notes</li> <li>➤ Show appreciation for music, discussing how music makes us feel.</li> <li>➤ Describe how a piece of music changes throughout using musical vocabulary: <ul style="list-style-type: none"> <li>• Dynamics – <b>piano, forte</b></li> <li>• Tempo – fast, moderate, slow</li> <li>• Timbre – gentle, harsh</li> </ul> </li> <li>➤ Listen and respond to a range of music, discussing how music has changed throughout history.</li> </ul> <div style="text-align: center;">  </div>