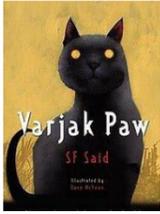


English

Reading and writing learning centred around high quality texts:



Text: Varjak Paw

Written outcomes:

- Recount (diary entries)
- Poem
- Newspaper report

Narrative (written from another point of view)

Text: Lob

Written outcomes:

- Instructions
- Writing in Role
- Poetry: Odes or Elegies
- Narrative: Character Description
- Persuasive and Explanatory Presentation
- Persuasive Speech

Information Writing:

- Information text about Mayans
- Tourist leaflet for the Amazon

Grammar and spelling: Fronted adverbials [for example, Later that day, I heard the bad news.]

Apostrophes to mark plural possession [for example, the girl's name, the girls' names]; The grammatical difference between plural and possessive -s; Use of paragraphs to organise ideas around a theme

KS2 Punctuation: Capital letters, full stops, question marks, exclamation marks, commas in lists, inverted commas for speech, Commas after fronted adverbials and subordinate clauses, apostrophe for possession (singular and plural); inverted commas for speech

R.E.

Jesus the teacher

Describe what this means for us. Know about the baptism of Jesus. Reflect on what Jesus' baptism means for us. Know that Jesus called people to follow him. Know that Jesus was born a Jew. Reflect on how Mary and Joseph found Jesus in the Temple. Be aware that we are also called to follow Jesus. Know that Jesus travelled around teaching people. Think about the Good News that Jesus teaches. Know some of the parables Jesus used to teach people and reflect on the meaning of the parables for us. Know that Jesus came to show us the way to live and think of ways we can be true followers of Jesus.

Trust in God

Know that Jesus is truly God and, as man, truly human. Reflect on what this means for us. Know about Jesus' entry into Jerusalem. Think about the importance of Holy Week for us. Understand what happened on Holy Thursday. Reflect on how we can show our love for Jesus. Know what happened on Good Friday. Reflect on the suffering of Jesus. Begin to understand why Jesus died on a cross. Think about what this means for us. Understand what happened on Easter Sunday. Reflect on the importance for us of the resurrection of Jesus.

Hola Mexico! Year 4 Spring term

Welcome to Mexico! Get ready to explore this unique country, from its towering temples and stunning geography to its pulsing rhythms and fun packed festivals. Conduct research into the climate and ecology of the lush, dense rainforests of the south. Discover the mysterious world of the ancient Maya civilisation; explore their religion, farming, architecture, and everyday life. Have you got what it takes to be chief? Just try to keep your head!



Ideas for topic texts to read at home: The Chocolate Tree, Rain Player, Tales of the Plumed Serpent, The History Detective Investigates: Mayan Civilisation, Rainforests in 30 seconds,

Maths

Problem solving – adding and subtracting fractions
Calculating fractions of a quantity
Problem solving – fraction of a quantity
Tenths
Dividing by 10
Hundredths
Dividing by 100
Dividing by 10 and 100
Making a whole
Writing decimals
Comparing decimals
Ordering decimals
Rounding decimals
Halves and quarters

Computing

- Logo turtle mania.
- I can make a game using J2Code
- Words words words

P.S.H.E

- **Nutrition and Food:** A Balanced Diet – Plant or Animal?
- **Nutrition and Food:** A Balanced Diet – Balancing Act
- **Communication:** Responding to Others – Agony Aunts
- **Communication:** Expressing Opinions – It's Debatable
- **Emotions:** Loss / Separation – Left Behind
- **Emotions:** Family Changes – Two Homes
- ***Created to Live in Community:** Trinity House
- ***Created to Live in Community:** What is the Church?
- ***Created to Live in Community:** How Do I Love Others?

P.E.

1st half: Hockey & Dance: Cats
2nd half: Netball & Dance: Space

Geography & History

In **History** we will plot the Mayan civilisation on a map and a time line; learn about Mayan writing and maths, their everyday life, farming, Mayan cities and architecture, religion and trade.

In **Geography** we will understand the four main layers of a rainforest; find out about the plants and the creatures that grow in the different layers and how they are adapted to live there; learn about the destruction of the rainforest; research the arguments for and against deforestation, and research the link between deforestation and climate change

Art & D.T.

Art: We will create a rainforest diorama using mixed media. We will create Mayan worry dolls using a variety of textiles and joining techniques.



D.T: We will prepare and make quesadillas as part of a Mexican feast



Music

Students will strengthen their knowledge of rhythms and learn to play the guitar. They will learn how to correctly hold the instrument and how to play the chord E minor. They will also continue to develop their recorder playing and note reading skills and split into groups to perform as a whole class band.

Science

Working scientifically in Lower Key Stage 2

Raising Questions. They should be given a range of scientific experiences to enable them to raise their own questions about the world around them.

Choosing a suitable scientific enquiry. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions

Observations. They should help to make decisions about what observations to make, how long to make them for. They should make systematic and careful observations.

Fair testing. Recognise when a simple fair test is necessary.

Sorting and classifying. Talk about the criteria for grouping, sorting and classifying and use simple keys.

Secondary sources. They should recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Choosing equipment. They should help to make decisions about the type of simple equipment that might be used. They should learn how to use new equipment, such as a data loggers and thermometers, appropriately.

Collecting data. They should collect data from their own observations and measurements.

Measuring. They should use standard units.

Recording. They should make decisions as to how to record in notes, drawings, labelled diagrams, bar charts or simple tables. Pupils should use relevant scientific language to communicate ideas and findings in ways that are appropriate for different audiences.

Analysing data. They should make decisions as to how to analyse the data. They should begin to look for patterns and decide what data to collect to identify them. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data

Making improvements. They should find ways of improving what they have already done.

Spring term topics

Living things and their habitats:

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

Key scientist: Jane Goodhall

Electricity (continued Summer Term):

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

Key scientist: Benjamin Franklin

French

Home and family:

Identify family members and extended family; describe family member; identify months of the year; say when your birthday is; identify animals, especially pets.

Out and about:

Revise fruit and vegetables; name basic food items; express food likes/dislikes; name breakfast items; ask for food politely; name containers for drinks.