

Book spine: The Firework-maker's Daughter.
 Stories from other cultures: Journey story: 'staying out'
Poetry
Non Fiction Persuasive Texts – Protect the rainforest. **Newspaper articles**
Grammar:
 Standard English verb forms
 Expanded noun phrases

Classification: Understand that all living things can be grouped in certain ways.
 Classify animals into vertebrates and invertebrates.
 Use classification keys. Recognise how environments can change.
States of matter: compare and group materials together, according to whether they are solids, liquids or gases.
 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.

Number: Multiples of 6, 7, 9, 25 1000, 1000 more/less.
 Negative, place value, compare, order beyond 1000.
 Rounding. Roman numerals. Problems.
Addition and Subtraction: 4-digit formal written, inverse to check, problems.
Multiplication and Division: Up to 12x12, mental and formal written, factor pairs, commutative, problems.
Measures: Conversions, area, perimeter, money.
Fractions: Equivalent. Add and Subtract, decimals, divide by 10 and 100, round decimals, compare. Fractions of quantities. Problems.
Geometry: Compare and classify by properties, acute and obtuse, compare and order angles, symmetry.
Position and Direction: Coordinates.
Statistics: Discrete and continuous data, interpret data.

RE: Being Modest and Listening to Others, Cultivating inclusion, identity and belonging
 Being Merciful and Forgiving and Being Regardful of Suffering
 UNICEF LINKS: Article 12,13,14 19,
P4C Stimuli
 Does the rainforest need saving?
 What effect are humans having on the earth?
 Is everyone trying to preserve the world?
 What role do I play in 'saving the world'?'
PSHE: Staying healthy, facts about smoking and alcohol, similarities and differences between people, bullying.
 UNICEF LINKS: 24,33,12,13,14

English

Science

Mathematics

UNICEF PSHE/RE/P4C

Year 4 Spring 2017-2018
Title: Saving The World
 Question: Does the world need to be saved? How?




Achieving Excellence Inspiring Dreams

MFL

French: Count and understand numbers from 21 to 39; understand sums of money; Making simple statements about activities and diet; Questions with Qu'est-ce que ...?

Music

Children will explore brass and woodwind instruments, learning to correctly pitch notes, follow musical notation and in a group, create compositions. (clarinet and cornet)

Physical Education

Computing

History & Geography

Art & DT

Invasion: Handball Develop 3 step rule incorporating bounce
 Defend and stop attacks by blocking and intercepting
 Pass and move with the ball to set up attacks
 Demonstrate and implement the rules of handball
Gym: Balance and Travel Develop an increased range of body actions and shapes to include a sequence
 Define muscles groups needed to support the core of their body
 Refine taking weight on small and large body parts, for example hand and shoulder.
Net and wall: Tennis: Explore different shots (forehand, backhand)
 Work to return serve
 Positions in game play
Invasion: Football Introduce some defensive skills
 Dribbling in different directions using different parts of their feet
 Passing for distance
 Evaluating skills to aid improvement

We are toy designers –
 Using Scratch, children design a working on-screen prototype of their toy.
 Eventually, children to pitch their idea 'Dragons Den' style
E-Safety: UNICEF LINKS 8/16
 The Key to Keyword-learning strategies to increase accuracy of searches.

Entry point: Turn the classroom into the rainforest
Knowledge Harvest: (Mind Map): Saving the world.
 Map on the board - **Post it note** where children think rainforests are. Chn. to **research** the locations and information on the rainforest and use this to build a 3D map/model of a rainforest.
Create an information filled Powerpoint presentation. **Link to UNICEF Article 24**
 Identify **what makes a rainforest biome**
Produce a Venn diagram of similarities and differences between the children and the people that live in the rain forest.
 Research what is happening to the rainforest, **considering human land use and the impact.**
 Chn. **produce a poster** to raise awareness of rainforest issues

Art: 3D work: Children find out about the plants and animals found in the rainforest to create a composition for a clay tile.
 Children will use joining techniques and a range of tools to create a detailed tile each.
End Product- Class gallery of tiles to represent the rainforest