

Indian Adventure

Spring Term 2024

As a Reader and Writer I study:

Stories from other cultures– Elephant dance and Jamils Cat
Instructions– How to make a purse

I will note and develop my initial ideas, drawing on reading and research where necessary

◊ I will change a retell a story from another culture

◊ I will create my own Indian story

◊ I will create instructions.

◊ Ongoing grammar, punctuation and spelling. Direct speech, figurative language.

◊ Comprehension, skimming and scanning skills.

◊ New vocabulary and use a dictionary to identify meaning.

◊ Develop spelling strategies and patterns

In Maths: Multiplication and Division:

◊ This unit builds on exploring written and mental calculation strategies for multiplying and dividing. Children explore in depth the distributive and associative properties of multiplication. The learning progresses from Year 3, where children used expanded methods for 2-digit \times 1-digit numbers, to Year 4, where they are using the compressed single line (standard) formal multiplication. Children learn to solve more complex problems building on n objects related to m objects, find all solutions and notice how to use multiplication to solve questions. Children use partitioning to divide 2- and 3-digit numbers by a 1-digit number. They recap on the concept of a remainder after division, and move on to predicting whether a number will have a remainder and what the number could be if the remainder is given. Children then move on to solve simple 2-step problems that involve all of the four operations.

◊ This unit develops children's knowledge of units of measurement by introducing the kilometre and using its equivalence to express distances in kilometres and metres. Converting is a transferable skill and can be applied when moving between other units of measurement (for example, between litres and millilitres). Children will then be introduced to the concept of perimeter as the distance around a 2D shape. They will begin by considering squares and rectangles drawn on squared paper and then progress to work with rectilinear shapes where the side measurements are labelled. The unit provides valuable opportunities for children to develop problem-solving skills, including working backwards to derive dimensions of rectangles when the perimeter is given and using reasoning to find perimeters when not all sides are labelled.

In Geography: Indian Adventure

- Use maps atlases, globes and digital/computer mapping to locate countries and describe features.
- Re-identify continents and oceans before homing in on Asia
- Locate and name key waters around India and use 8point compass to talk about and discuss the position of places
- Generate basic maps and position key features such as river (Ganges, Indus) mountains (Ghats plus Himalayas N of India) and human features such as the Taj Mahal
- Use relief map/ climate data to recognise the similarities and differences in weather dependent on relief and position in the country

As a Scientist:

Animals including Humans Children are Introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions

Living things and their habitats

Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, (plants, animals & micro-organisms).

The children explore food chains and webs and how plants and animals

In Computing:

I can use conditional statements such as "If", "Then" & "When" to control devices / achieve specific outcomes.

I can independently solve coding puzzles.

I can create a sequence of code to make their own game.

I know how to use the internet safely and effectively

I can evaluate information to see if it reliable

I understand the need for copyright.

In R.E: Christianity

I know what the Trinity is,

I will be able to identify representations of the trinity symbol in art work.

I can explain that the Trinity is made up of God the father, God the Son (Jesus) and God the Holy spirit.

In PHSE: Too much selfie isn't healthy

- ◊ Being aware of people and things around us
- ◊ Suggesting how someone is feeling based on their facial expressions and body language
- ◊ Thinking about and thanking the unseen heroes of our local community
- ◊ Recognising that we sometimes need help from others and working together to achieve a shared goal
- ◊ Developing an awareness of ways to use mobile phones and tablets responsibly

In Music:

- ◊ I can identify and classify instruments into their families
- ◊ Recognize a variety of timbres
- ◊ Recognize the difference between major and minor keys
- ◊ I can create musical ideas to reflect different moods
- ◊ I can play minor and major chords
- ◊ I can perform call and response rhythms

As an Artist: Jamini Roy

- ◊ I can explore and evaluate the work of Jamini Roy
- ◊ I can draw facial features in a given style
- ◊ Choose appropriate hues, tones and shades to create a colour palette.
- ◊ Work in the style of a given artist and create our own work.

In P.E.:

To learn different ways of moving around a space, including rolls, jumps and balances

To improve my hand-eye coordination, practising ball skills and learning to volley and perform overhead shots in tennis