

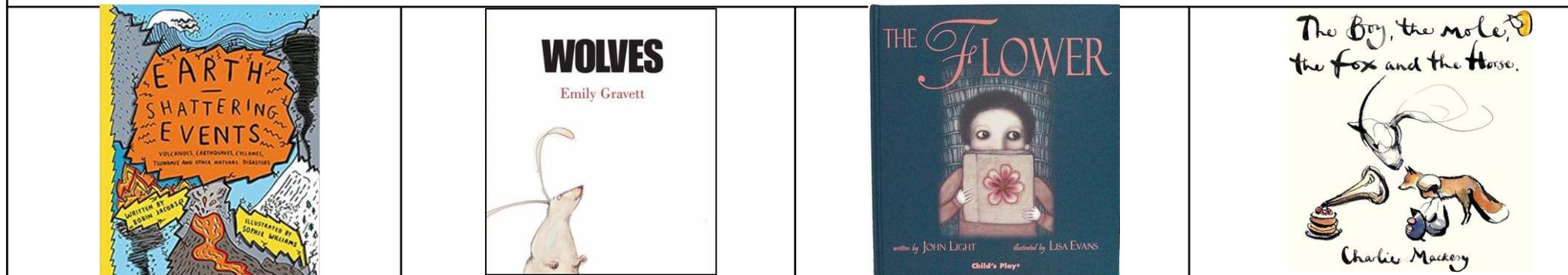


YEAR 4 / SPRING 2

Natural Disasters: Volcanoes

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

KEY TEXTS





ACADEMIC EXCELLENCE	<p>Quality First Teaching Focus on knowing more, doing more and remembering more Set challenging goals and work towards these Focus on next steps and acting on feedback to improve Review progress against own targets know that only our best is good enough</p>
POSSIBILITIES AND RISKS	<p>Challenging learning opportunities for children to be outside comfort zone Learn to discuss opinions openly without fear Make decisions about how to present work</p>

LEARNING TO LEARN	<p>Review and develop understanding of 5Rs with particular focus on resourcefulness and our new code of conduct.</p> <p>Celebrate successes and learning for trying to solve a problem in different ways. Work towards Learning to Learn Awards Modelling of effective learning skills by staff</p>
SOCIAL INTELLIGENCE	<p>Develop maturity in attitude towards other pupils by learning how to come to resolutions Develop maturity in understanding emotions and how to effectively deal with them Develop understanding of the variety of families in our society Understand the different faiths in our communities Adapting behaviours according to environments and audiences – home, school, school visits Assemblies – linked to school aims</p>



ENGLISH	READING	Listening to and discussing fiction, non-fiction and poetry Discussing words and phrases that capture the reader's interest and imagination Identifying main ideas drawn from more than one paragraph and summarising these Use dictionaries to check the meaning of words that they have read Read and follow written instructions Identify how language, structure and presentation contribute to meaning
	WRITING	Use commas after fronted adverbials Plan writing in paragraphs around a theme Correctly use of pronouns to avoid repetition Understand the features of an information text (non-chronological report) Be able to write an information text Use subheadings to organise my idea Write in the 3 rd person Understand the difference between fact and opinion Use conjunctions to extend my sentences Increase the legibility and quality of handwriting Use prepositions to vary sentence starters Proof read for spelling and punctuation errors
	SPELLING / PHONICS	Secure spelling in homophones and year 3/4 statutory spellings Work in spellings where 'au' sounds like /or/ Addint the -cian suffix Correctly use apostrophe for possession- singular and plural Correctly use apostrophes for a contraction.
	SPOKEN LANGUAGE	Maintain attention and participate actively in collaborative conversations. To read aloud work with appropriate expression and volume to maintain audience interest

MATHS	<p><u>Fluency</u> Be able to recall 2-12 times tables and the related division facts Be able to calculate using formal methods for the 4 operations.</p> <p><u>Fractions (Continued)</u> Simplify mixed number and improper fractions Add and subtract fractions that have the same denominator Solve word problems which involve fractions</p> <p><u>Time</u> To be able to convert time into hours and minutes To solve problems on duration of time To convert years in to months and weeks to days. To solve word problem that include time.</p> <p><u>Decimals</u> Recognise and write decimals with tenths and hundredths Compare and order decimals Round decimals Write fractions as a decimal Divide a whole number by 10 and 100 Round decimals Write fractions as a decimal</p>
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SCIENCE	<p><u>Working Scientifically</u> Set up simple practical enquiries, comparative and fair tests Take measurements with scientific equipment Identify differences, similarities or changes related to simple scientific ideas and processes Record and present findings using a table and graph</p> <p><u>Physics</u> 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 Understand 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.</p>
HISTORY	<p>Focus on Geography</p>

COMPUTING	<p><u>Data Logging</u> To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To recognise how a computer can help us analyse data To identify the data needed to answer questions To use data from sensors to answer questions</p>
GEOGRAPHY	<p><u>Volcanoes</u> Identify the structure of the earth Describe what happens at the boundaries between the Earth's plates. Understand how tectonic plates work and how this can create earthquakes and volcanoes Describe and understand key aspects of volcanoes and how they erupt Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Report on the effects of a volcanic eruption Evaluate the advantages and disadvantages of living near a volcano.</p>



MFL	<p>Body Parts To describe people orally To create a written description of an imaginary character (using correct agreement and position of adjectives) To identify and use the correct preposition to describe pain in the body</p>	PHYSICAL EDUCATION	<p>Central Net Games – Short Tennis Develop racket and ball control Develop returning the ball using a forehand and understand when to use it Develop the backhand and when to use it Keep a continuous rally going showing increased technique Use and apply rules and simple tactics Understand and use rules to manage a game</p> <p>Dance Copy and create actions in response to an idea and be able to adapt this using changes of space. Choose actions which relate to the theme. Develop a dance using matching and mirroring. Learn and create dance moves around a theme Develop a dance using formations, canon and unison. Develop a dance phrase and perform as part of a class performance.</p>	
DESIGN TECHNOLOGY	<p>Food Technology – Bread Design Describe purpose of product Gather information about needs and wants Create own design criteria and make design decision Indicate design features</p> <p>Make Develop skills in weighing, kneading, rolling and shaping Measure and weight using scales To proof and bake Work safely and hygienically</p> <p>Evaluate Analyse existing products for appearance, taste and aroma Identify strengths and areas for improvement Refer to design criteria when evaluating own</p>		ART AND DESIGN	DT Focus
MUSIC	<p>Forms and Structures Listen to recorded examples of repertoire, adding movements and actions to identify changes in tempo, dynamics, metre, rhythm and pitch Listen to recorded examples or repertoire, adding movements and actions to show form and structure Identify orchestral instruments through images and recordings.</p>		RELIGIOUS EDUCATION	<p>Why do Christians call the day that Jesus died ‘Good Friday’? Have knowledge of ‘Big Story’ and where Salvation fits in Know the main events of Holy week Explain how Mary might have been feeling during these times. Understand the main events of Good Friday Have knowledge of the emotions Christians might feel at Easter Explain why Christians think Easter is life changing Know how Christians remember these events</p>
PSHE	<p>To continue discussing online Relationships and keeping safe in online environments To explore different families and understand that all families are different Respectful and caring relationships.</p>		ENRICHMENT	<p>Take part in World Book Day to encourage a celebrate a joy of reading Science Week Red Nose Day No Outsiders</p>