

Year Group: 4



Term:

Autumn Term 2020

School Theme

Humanities

Essential Question

How can small actions change the world?

Authentic Outcome

Celebrating people who help us / key workers with an art piece for end of Y4 corridor. Classroom Secrets - PSHE Positive Footsteps link.

Trips, Experiences & Making Community Links

Zoom call with David Roberts from Sustainable Schools Network who is travelling on a 3 week solo journey to Shetland to Scilly. We will investigate volcanoes and other physical geographical areas with him.

Mini Outcomes

To research how some individuals, make life choices to help others.

- To research how charities, help disaster areas Eg **CAFOD, Red Cross.**
- How can we become people who help others?

Look at mural art

RE Curriculum Topics & Additional Links

People, Called and Gift

Immersive Environment

2D flat Volcano area on the wall in both classes with lava and clouds. Volcano backdrop and mountain backing paper.

Roman pillars

Technology

Children will record events of the 'Disaster day' using IPADS and cameras.

Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	RE	Other Subjects
<ul style="list-style-type: none"> - Unit 1: Reasoning with 4-digit numbers (10 lessons) - Solve number and practical problems with increasingly large numbers; identify, represent and estimate using different representations. - Year 3 Unit 13 Objectives - Unit 2: Addition and subtraction (15 lessons) - Calculate and estimate numbers with up to 4 digits using formal written methods; solve two-step problems, deciding on appropriate methods. - Year 3 Unit 11 Objectives - Unit 3: Multiplication and Division (15 lessons) - Understand and use distributive law; use place value to calculate mentally; use formal written method to multiply two and three-digit numbers by one-digit numbers. - Year 3 Unit 12 Objectives - Unit 4: Discrete and continuous data (10 lessons) - Solve, compare, calculate, interpret and present data using appropriate graphical methods; understand line graphs - Unit 5: Securing multiplication facts (5 lessons) - Recall multiplication facts up to 12 x 12. - Unit 6: Fractions (20 lessons) - Show families of equivalent fractions; solve problems with increasingly harder fractions; add/subtract fractions totalling more than 1. 	<p>Spelling:</p> <ol style="list-style-type: none"> 1. Introduce key words for the topic 2. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 3. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' 4. The prefix 'sub-' which means under or below. 5. The prefix 'inter-' means between, amongst or during. 6. Challenge Words 7. The suffix '-ation' is added to verbs to form nouns. 8. The suffix '-ation' is added to verbs to form nouns. 9. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.' 10. Adding '-ly' to turn an adjective into an adverb when the final letter is 'l.' 11. Word with the 'sh' sound spelled ch. These words are French in origin. 12. Challenge Words 13. Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion. 14. Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though. 15. Topic words <p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Notes and guidance (non-statutory)</p> <p>Pupils should be using joined handwriting throughout their independent writing.</p>	<p>Project launch: Disaster day.</p> <p>Geography:</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> * describe and understand key aspects of: <ul style="list-style-type: none"> * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use satellite maps <i>Volcano watch on Google Earth everyday.</i> <p>History:</p> <p>the Roman Empire and its impact on Britain This could include:</p> <ul style="list-style-type: none"> * Julius Caesar's attempted invasion in 55-54 BC * the Roman Empire by AD 42 and the power of its army * successful invasion by Claudius and conquest, including Hadrian's Wall * British resistance, for example, Boudica * 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region in a European country. 	<p>People</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • Our family trees – Explore • The family of God in scripture – Reveal • Remembering, celebrating and responding to our family trees and the family of God in Scripture – Respond <p>Called</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • The response to being chosen – Explore • Confirmation: a call to witness – Reveal • Remembering, celebrating and responding to being chosen and the Sacrament of Confirmation: A call to witness – Respond <p>Gift</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • The gift of love and friendship – Explore • Advent and Christmas: the Church's seasons of preparing to receive God's gift of love and friendship in Jesus – Reveal • Remembering, celebrating and responding to the gift of love and friendship, Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus – Respond <p>Judaism</p>	<p>Science:</p> <p><u>States of matter</u></p> <p>Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> * 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.. <p>PE</p> <p>Music:</p> <p>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Computing</p> <p><u>Purple Mash Unit 4.4 Writing for different purposes.</u></p> <p><i>In this unit, children learn that technology can be used to organise, reorganise, develop and explore ideas, and that working with information in this way can aid understanding. It also gives children opportunities to discuss their experiences of using ICT and how it is used in the wider world.</i></p>

Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Grammar

- Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]
- Express time, place and cause using adverbs [for example, then, next, soon, therefore]
- Express time, place and cause using prepositions [for example, before, after, during, in, because of]
- Introduction to inverted commas to punctuate direct speech
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Narrative Writing

Newspaper report - witnessing a natural disaster.
Recount - the day the volcano erupted.

Books and the Torah
Bar / Bat Mitzvah
The Importance of the Torah for Jewish people.

Purple Mash Unit 4.7 – Effective Searching This unit builds upon the skills and knowledge developed in Year 2 in Unit 2.5 – Effective Searching. In this Unit, Children learn to locate information on the search results page; to structure search queries to locate specific information.
To use search effectively to find out information.
To assess whether an information source is true and reliable

Art / DT

Linked to outdoor learning: To make a layered Earth collage of an active volcano in a glass frame:

Design:

Use research and develop design criteria to inform the design of functional and appealing products that are fit for purpose

Consider different ways in which they can creatively record their planning to engage an audience

Make:

- *Use tools and equipment, including those needed to weigh and measure ingredients, with accuracy
- *Join and combine a range of materials, some with temporary, fixed or moving joints
- *Use investigations of existing products to inform planning of their own product
- *Check their work as it develops and modify approach in light of progress
- *Discuss how well their product meets the design criteria and the needs of the user