



Year Group: 4

Term: Spring

School Theme

Science

Essential Question

Could you be caught
in the web?

Authentic Outcome

To display photographs to
show what you miss out on if
you are caught in the web.

Mini Outcomes

1. Plan questions and interview Internet expert Henry via skype.
2. Promote positive uses of internet (link with safer internet day)
3. To design and make a dream catcher to show what they could do instead of being online.

Experts, Trips, Experiences & Making Community Links

Photographers: Colin and Angela,
Henry, e-cadets
Paul Bradshaw.

Immersive Environment:

Webs and spiders on the ceiling and draped across the room.

Library area decorated with black paper and black material.

Various areas of groups, separate tables, comfy areas and rows.

Technology

Seesaw to track the journey

Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	Other Subjects <i>(taught discretely)</i>	RE
<p><u>Number: Multiplication & Division (15 lessons)</u></p> <ul style="list-style-type: none"> • 11 and 12 times-table • Multiply 3 numbers • Factor pairs • Efficient multiplication • Written methods • Multiply 2-digits by 1-digit (1) • Multiply 2-digits by 1-digit • Multiply 3-digits by 1-digit • Divide 2-digits by 1-digit (1) • Divide 2-digits by 1-digit (2) • Divide 2-digits by 1-digit (1) • Divide 2-digits by 1-digit (2) • Divide 2-digits by 1-digit (2) • Divide 3-digits by 1-digit • Correspondence problems <p><u>Measurement: Area (5 lessons)</u></p> <ul style="list-style-type: none"> • What is area? • Counting squares • Making shapes • Comparing area • End of unit test <p><u>Number: Fractions (20 lessons)</u></p> <ul style="list-style-type: none"> • Unit and non-unit fractions • What is a fraction? • Tenths • Count in tenths • Equivalent fractions (1) • Equivalent fractions (2) • Equivalent fractions (1) • Equivalent fractions (2) • Fractions greater than 1 • Count in fractions • Add fractions • Add 2 or more fractions • Subtract fractions • Subtract 2 fractions • Subtract from whole amounts • Fractions of a set of objects (1) • Fractions of a set of objects (2) • Calculate fractions of a quantity • Problem solving – calculate quantities • End of unit test <p><u>Number: Decimals (15 lessons)</u></p> <ul style="list-style-type: none"> • Recognise tenths and hundredths • Tenths as decimals • Tenths on a place value grid • Tenths on a number line • Divide 1-digit by 10 • Divide 2-digits by 10 • Hundredths • Hundredths as decimals • Hundredths on a place value grid • Divide 1 or 2-digits by 100 	<p><u>Writing</u> Explanation - (Caught in the web) safety rules online Narrative - (The Wild Robot) first person as the character of Roz Leaflet Letter</p> <p>Create a questionnaire about children’s internet use Balanced arguments about internet use for children</p> <p>Instructions on how to make dream catcher</p> <p><u>Grammar & Punctuation</u></p> <ul style="list-style-type: none"> * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * using fronted adverbials * use commas after fronted adverbials * using and punctuating direct speech. * using the present perfect form of verbs in contrast to the past tense * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * using conjunctions, adverbs and prepositions to express time and cause * use the possessive apostrophe with plural nouns <p><u>Spelling</u> 16 Spelling Rules: The ‘ee’ sound spelled with an ‘i.’ 17 .Spelling Rules: The suffix ‘-ous.’ If there is an ‘ee’ sound before the ‘-ous’ ending, it is usually spelled as i, but a few words have e. 18 .Challenge Words 19 .Spelling Rules: The ‘au’ digraph 20 .Spelling Rules: The suffix ‘-ion’ when the root word ends in ‘t’ or ‘te’ then the suffix becomes ‘-tion.’ 21 .Spelling Rules: The suffix ‘-ion’ becomes ‘-ssion’ when the root word ends in ‘ss’ or ‘mit.’ 22 .Spelling Rules: The suffix ‘-cian’ used instead of ‘-sion’ when the root word ends in ‘c’ or ‘cs’ 23 .Spelling Rules: Adding ‘-ly’ to create adverbs of manner. These adverbs describe how the verb is occurring. 24 .Challenge Words 25 Homophones – words which have the same pronunciation but different meanings and/or spellings 26 The /s/ sound spelled c before ‘i’ and ‘e’ 27 Some words have similar spellings, root words and meanings. We call these word families. ‘sol word family’ and ‘real word family’ 28 Some words have similar spellings, root words and meanings. We call these word families. ‘phon word family’ and ‘sign word family’</p>	<p><u>Computing</u> <u>Purple Mash Computing Scheme of Work Unit 4.2 Online safety</u></p> <ul style="list-style-type: none"> • To understand how children can protect themselves from online identity theft. • Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To identify the risks and benefits of installing software including apps. To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. To identify the positive and negative influences of technology on health and the environment. • <u>To understand the importance of balancing game and screen time with other parts of their lives</u> <p><u>Purple Mash Computing Scheme of Work Unit 4.8. Hardware Investigations</u></p> <ul style="list-style-type: none"> • To recall the different parts that make up a computer. Success criteria • To understand the different parts that make up a desktop computer. Success criteria • Children can name the different parts of a desktop computer. • Children know what the function of the different parts of the computer is • Children have created a leaflet to show the function of computer parts. <p><u>Design & Technology: Lego project, dream catchers and weaved spider’s webs.</u> <u>Design</u></p> <ul style="list-style-type: none"> * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> * apply their understanding of how to strengthen, stiffen and reinforce more complex structures * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] * understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] * apply their understanding of computing to program, monitor and control their products. <ol style="list-style-type: none"> 1. Make moving parts using lego - follow instructions 2. make a dream catcher 3. spider web weaving <p><u>Art:</u> <u>1. Drawing Robots.</u> <u>2. Texture investigations</u> <u>3. Camouflage Robot task.</u> Pupils should be taught:</p>	<p><u>History</u> To complete the Autumn topic. the Roman Empire and its impact on Britain This could include: * 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> <p><u>Geography</u> Aims <u>Children are taught to become</u> competent in the geographical skills needed to: § collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes § interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) § communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Topic: <u>Human geography</u>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>OR</u> <u>Geographical Skills and Fieldwork</u></p> <p>Use the eight points of a compass, symbols and keys to build knowledge of the UK and the wider world. Use ordinance survey maps Use Satellite maps</p> <p><u>Music</u> Ukulele lessons.</p> <p><u>PSHE</u> Goals and Dreams</p>	<p>TOPIC 1: LOCAL CHURCH – COMMUNITY: COMMUNITY Learning Outcomes Know and understand: • Belonging to a community – Explore • The life of the local Christian community – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>TOPIC 2: EUCHARIST – RELATING: GIVING & RECEIVING</p> <p>Learning Outcomes Know and understand: • Giving and receiving every day – Explore • The Eucharist challenges and enables living and growing in communion – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>TOPIC 3: LENT/EASTER – GIVING: SELF DISCIPLINE Learning Outcomes Know and understand: • Self-discipline is important – Explore • Celebrating growth to new life through self-discipline – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>

	<p>Handwriting</p> <p>* 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</p> <p>* 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 ascenders and descenders of letters do not touch].</p> <p>Guided Reading Texts:</p> <ol style="list-style-type: none"> 1. Robo-dog 2. Hey Diddle Diddle 3. Picture book week - The rabbit listened 4. A room with no view 5. The mystery of the missing Mummy 6. A colourful life 7. Picture book week - Wisp - 8. Dear Madam 9. The storm 10. Picture book week - The tear thief 11. The Eagle has landed 12. A colourful life 13. Dinosaur 	<p>* to create sketch books to record their observations and use them to review and revisit ideas</p> <p>* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>* about great artists, architects and designers in history.</p> <ol style="list-style-type: none"> 1. watch how to draw a robot video to show what we will be doing. draw own robots https://www.youtube.com/watch?v=mc9LkMI3gpA and https://www.youtube.com/watch?v=Z7XbFWDVJcQ Prepare to build, make and draw robot designs so we can make a self-help film for drawing robots. 2. design Roz the Robot. 3. research camouflage; complete 'camouflage the robot' challenge- 4. use a range of materials to camouflage your robot. <p>Science</p> <p>Sound</p> <p>Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that produced it * recognise that sounds get fainter as the distance from the sound source increases. <p>Electricity</p> <p>Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> * 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. <p>PE</p> <p>Dance</p>		
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