

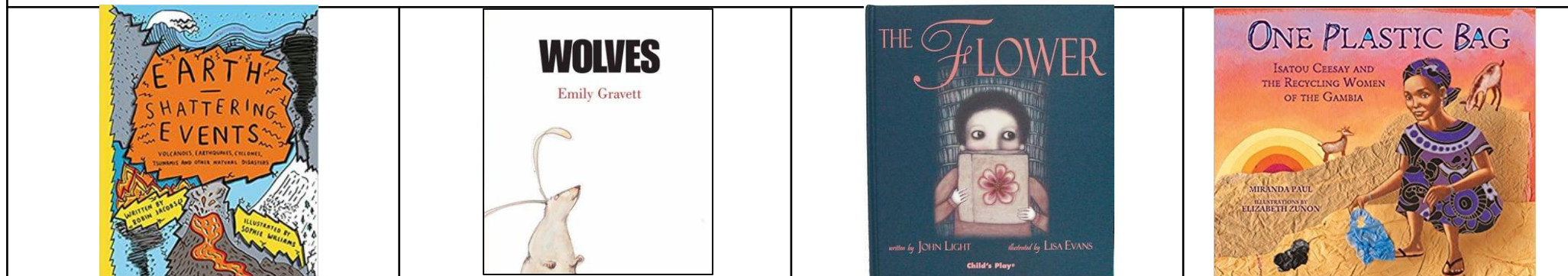


## YEAR 4 / SPRING 2

### Natural Disasters: Earthquakes and 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





<b>ACADEMIC EXCELLENCE</b>	<p>High 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>
<b>POSSIBILITIES AND RISKS</b>	<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>

<b>LEARNING TO LEARN</b>	<p>Review and develop understanding of 5Rs with particular focus on responsibility 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>
<b>SOCIAL INTELLIGENCE</b>	<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>



<b>ENGLISH</b>	<b>READING</b>	Listening to and discussing 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	<b>MATHS</b>	<p><b>Fluency</b>                  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><b>Time (Continued)</b>                  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><b>Decimals</b>                  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>
	<b>WRITING</b>	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 <sup>rd</sup> person Understand the difference between fact and opinion Understand what a myth is and its features Be able to retell a famous myth 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		
	<b>SPELLING / PHONICS</b>	Secure spelling in homophones and year 3/4 statutory spellings Correctly use apostrophe for possession- singular and plural Correctly use apostrophes for a contraction. Understand how to add a range of prefixes such as anti- and inter- Endings that sound like /ʃən/ that are spelt -cian, -sion, -tion and -ssion		
	<b>SPOKEN LANGUAGE</b>	Maintain attention and participate actively in collaborative conversations. To read aloud work with appropriate expression and volume to maintain audience interest		



<b>SCIENCE</b>	<p><b><u>Working Scientifically</u></b>                  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><b><u>Physics</u></b>                  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>
<b>HISTORY</b>	<p>Focus on Geography</p>

<b>COMPUTING</b>	<p><b><u>Logo - Coding</u></b>                  Learn the structure of the coding language of Logo.                  Input simple instructions in Logo.                  Use 2Logo to create letter shapes.                  Use the Repeat function in Logo to create shapes.                  Use and build procedures in Logo.</p>
<b>GEOGRAPHY</b>	<p><b><u>Volcanoes and Earthquakes</u></b>                  Identify the structure of the earth                  Understand how tectonic plates work and how this can create earthquakes                  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</p>



MFL	<p><b>Body Parts</b> 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><b>Central Net Games – Short Tennis</b> Use a tennis racket to hit a ball with accuracy and control Develop an underarm serve Develop hand/eye co-ordination to hit a moving ball Begin to use two different shots in a game situation ie forehand/backhand Begin to build a rally with a partner</p> <p><b>Dance</b> Confidently perform 3-5 dance basic actions within a dance with control Understand and use technical dance vocabulary when observing performances Choreograph simple movements to create short routines, in time, to music Choreograph simple dance motifs using repetition and more dynamics Perform given routines from memory, with greater fluency and movement control Recognise different cultures and traditions of dance and begin to imitate them.</p>	
DESIGN TECHNOLOGY	<p><b>Food Technology – Bread</b> <b>Design</b></p> <ul style="list-style-type: none"> <li>• Describe purpose of product</li> <li>• Gather information about needs and wants</li> <li>• Create own design criteria and make design decision</li> <li>• Indicate design features</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Develop skills in weighing, kneading, rolling and shaping</li> <li>• Measure and weight using scales</li> <li>• To proof and bake</li> <li>• Work safely and hygienically</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Analyse existing products for appearance, taste and aroma</li> <li>• Identify strengths and areas for improvement</li> <li>• Refer to design criteria when evaluating own</li> </ul>		ART AND DESIGN	DT Focus
MUSIC	<p><b>Forms and Structures</b> 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><b>Why do Christians remember the events of Holy Week?</b>  To describe how Christians see the various events of Holy Week as important in showing the disciples what Jesus came to do.</p>
PSHE	<p>My Happy Mind – Relate</p> <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 International Women’s Day Science Week Red Nose Day International Mathematics Day International Poetry Day No Outsiders</p>