



English

This half-term, we will be working on:

- Discussion Texts.
- Adventure Stories.

Spelling

Our spelling work will follow the Y4 medium term plan, focussing on:

- Year 3 and 4 spelling list.
- Words ending in 'ture'
- Common Exception Words
- Possessive apostrophe with plurals
- Homophones
- Prefix 'anti'

Grammar

This half-term, we'll work on:

- Expanded noun phrases.
- Present tense/present perfect tense.
- Apostrophes to show plural possession
- Use of commas after fronted adverbials
- Use of paragraphs to organise ideas around a theme

Reading

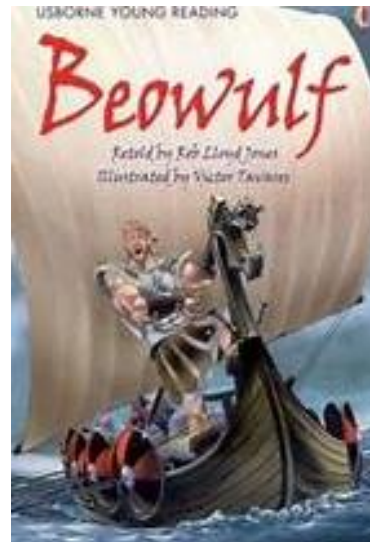
This term we will be focusing on:

- Accelerated reading

Topic Anglo Saxons



Class Book Beowulf



Maths

This half term we will work on the following skills:

- Factor pairs
- Use factor pairs
- Multiply 10 and 100
- Divide by 10 and 100
- Multiplication and division-related facts.
- Informal methods for multiplication.
- Multiply a 2 digit by a 1 digit number.
- Multiply a 3 digit number by a 1 digit number.
- Divide a 2 digit by a 1 digit number.
- Divide a 3 digit number by a 1 digit number.
- Efficient multiplication.
- Measure in Km and m.
- Equivalent lengths.
- Perimeter on a grid.
- Perimeter of a rectangle.
- Perimeter of rectilinear shapes.
- Missing lengths in rectilinear shapes.
- Perimeter of regular and irregular polygons.

<p style="text-align: center;">Science</p> <p style="text-align: center;">Living Things and their Habitats</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Identify the 7 life processes. Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. <p>The following skills will be covered whilst working scientifically:</p> <ul style="list-style-type: none"> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and table. 	<p style="text-align: center;">RE</p> <p style="text-align: center;">What is the Trinity? (Digging Deeper)</p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. Offer suggestions for what texts about God might mean. Give examples of what the texts studied mean to some Christians. Describe how Christians show their beliefs about God the Trinity in the way they live. Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly. <p>Pupils will know that:</p> <ul style="list-style-type: none"> Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. Understanding God is challenging; people spend their whole lives learning more and more about God. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Me and My Safety</p> <ul style="list-style-type: none"> List potential hazards at home, in school and the local area. Define risk Explain how school rules help to keep them safe Explain how rules and laws keep people safe Explain ways to keep safe on line Explain ways they can keep themselves safe (in given situation) <hr/> <p style="text-align: center;">History</p> <p style="text-align: center;">Anglo-Saxons</p> <p>How did the life of Ancient Britons change from the Stone Age to Iron Age?</p> <ul style="list-style-type: none"> What was 'new' about the New Stone Age? Which was better, bronze or iron? If you were Julius Caesar, would you have invaded Britain in 55BC? When do you think it was better to live – Stone Age, Bronze Age or Iron Age?
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<p style="text-align: center;">Computing Audio Editing/ Photo Editing</p> <ul style="list-style-type: none"> • To identify that sound can be digitally recorded • To use a digital device to record sound • To explain that a digital recording is stored as a file • To explain that audio can be changed through editing • To show that different types of audio can be combined and played together • To evaluate editing choices made • To explain that digital images can be changed • To change the composition of an image • To describe how images can be changed for different uses • To make good choices when selecting different tools • To recognise that not all images are real • To evaluate how changes can improve an image" 	<p style="text-align: center;">Art Still Life</p> <ul style="list-style-type: none"> • I have explored the work of contemporary and more traditional artists who work within the still life genre. • I have felt able to express my thoughts about other artists' work, and talk about the meanings of objects as artists present them. • I can use my sketchbook to make visual notes, record and reflect. • I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting. <p>I can present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.</p>	<p style="text-align: center;">PE Swimming</p> <ul style="list-style-type: none"> • To develop an understanding of buoyancy and balance in the water. • To develop independent movement and submersion. • To develop gliding and crawl legs. • To develop front crawl breathing. • To develop gliding and backstroke. • To develop rotation, sculling and treading water. • To develop surface dives, submersion and handstands. • To develop head above water breaststroke technique. • To develop head above water breaststroke technique. • To develop basic skills in water safety and floating. • To learn techniques for personal survival. • To develop water safety skills and an understanding of personal survival.
<p style="text-align: center;">Spanish La Familia (The Family)</p> <ul style="list-style-type: none"> • Say the nouns in Spanish for members of their family • Tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary • Continue to count, reaching 100, to enable students to say the age of various family members • Understand the concept of mi and mis in Spanish <p style="text-align: center;">Fonetica</p> <p>(Spanish Phonics), LESSON: 2 CO/CU (Core)</p> <p>In this lesson the children will learn how to:</p> <ul style="list-style-type: none"> • say sounds 9 and 10 (CO/CU) out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish 	<p style="text-align: center;">PE Gymnastics</p> <ul style="list-style-type: none"> • To develop individual and partner balances. • To develop control in performing and landing rotation jumps. • To develop the straight, barrel, forward and straddle roll. • To develop the straight, barrel, forward and straddle roll. • To develop strength in inverted movements. • To be able to create a partner sequence to include apparatus. 	<p style="text-align: center;">Music Musical Contrasts.</p> <p>This term the children will be learning about musical contrasts. They will:</p> <ul style="list-style-type: none"> • Explore different instrumental timbres and use music such as The Young Person's Guide to the Orchestra by Benjamin Britten to identify orchestral families. • Learn to identify changes in tonality (major or minor) and learn to play as an ensemble following a conductor. • Develop their understanding of musical structure and also begin to perform some improvisations.