

English

Journey to the River Sea by Eva Ibbotson will be used as a stimulus for our writing this term.

Genres will include:

Non-fiction: Explanation Report

- Fronted Adverbials
- Use of paragraphs to organise ideas around a theme
- Use of commas after fronted adverbials.

Fiction: Descriptive Narrative

- Noun Phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
- Fronted Adverbials
- Use of paragraphs to organise ideas around a theme
- Use of commas after fronted adverbials.

Poetry: Kennings

- Grammatical difference between plural and possessive 's'
- Noun Phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.

RE:

Learning focus:

Our School, Richard Reynolds, World Faiths Judaism: Holy Book Torah, Life and history of Elizabeth of Hungary, Domestic Church Family: People

Intended Skills:

Learning about religion beliefs, teaching; sources, celebration and ritual, social; moral practices; way of life. Learning from

Year 4 Curriculum Web



Creative Curriculum: The Rainforest (Driver Subject: Geography)

Take a trek through the rainforest to discover where in the world they are located, what they are like and which animals, plants and indigenous people call the rainforest their home.

Maths

Number: Place Value

- Represent numbers to 1,000
- Partition numbers to 1,000
- Number line to 1000
- Thousands
- Represent numbers to 10,000
- Partition numbers to 10,000
- Flexible partitioning of numbers to 10,000
- Find 1, 10, 100, 1,000 more or less
- Number line to 10,000
- Estimate on a number line to 10,000
- Compare and order numbers to 10,000
- Roman numerals
- Round to the nearest 10, 100, 1,000

Number: Addition and subtraction

- Add and subtract 1's 10s and 1,000
- Add two 4-digit numbers (with and without exchange)
- Subtract a 4-digit numbers (with and without exchange)
- Efficient subtraction
- Estimate answers
- Checking strategies

Science

Learning focus: Living Things in their Habitats

Intended Skills:

- Ask relevant questions and using different types of scientific enquiries to answer them
- 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 tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results
- Identify and describe the functions of different parts of flowering plants: roots, stem/ trunk, leaves and flowers
- Explore and use classification keys to help group, identify and name a variety of living things in their local & wider environment
- Construct and interpret a variety of food chains, identifying producers, predators and prey

French

Learning focus:

Children will be describing a range of animals from around the world and talking about their families and relatives.

Intended Skills:

Children will develop their writing skills and fluency, as well as reinforcing confidence in their oral skills.

Art

Learning focus:

- Study and explore the work of Henry Rousseau
- Using rainforest animal sketch to create print on textiles.

Intended Skills:

- 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
- Select from and use a wider range of tools and equipment to perform practical tasks
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Music

Learning focus:

Exploration of pulse and rhythm through singing and body percussion. The pupils will also be creating their own rhythm pieces inspired by 'Stomp', using classroom objects.

Intended Skills:

Children will be developing their singing skills - increasing their vocal range and ability to sing in time, in tune and in separate parts. Children will also be developing their understanding of dynamics, time signatures and musical stave notation.

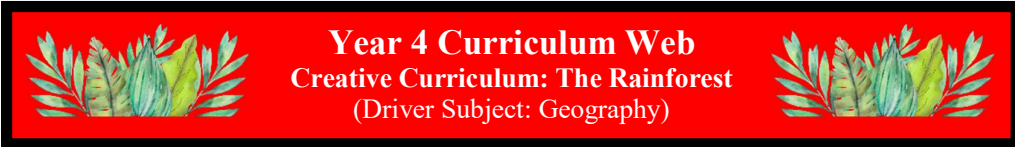
Geography

Learning focus:

- Discover the characteristics of each stage of a river's journey
- Locate examples of world rivers
- Discover the uses of rivers and consider why rivers are so important.
- Learn about the four stages – evaporation, condensation, precipitation and collection – and how temperature changes drive the water cycle.
- Discover where the rainforests are in the world and locate them on a world map.
- Explore what it is like in a rainforest and learn about the four main layers of vegetation.
- Define the word 'climate' and use charts and graphs to explore the climate of tropical rainforests.
- Discover the indigenous rainforest tribes and compare their lives with life in modern society.
- Explore how the rainforests are under threat and the actions we can take to try save them.

Intended Skills:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities)
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



Year 4 Curriculum Web

Creative Curriculum: The Rainforest

(Driver Subject: Geography)

P.E

Learning Focus: Gymnastics

Intended Skills:

1) Perform correct take off a Vault, 2) Jumping & Landing, 3) Travel across apparatus, 4) Perform a shape jump on a dismount, 5) Travel, Mount & Dismount a vault, 6) Perform a successful vault

Learning Focus: Football

Intended Skills:

1) Move with the ball unopposed, 2) Evade an opponent when moving, 3) Strike the ball with power and accuracy, 4) Apply skills in a 2v1 situation, 5) Defending 1v1 situations, 6) Attacking a goal

Computing

Learning Focus: Skills Showcase
HTML

Intended Skills:

- Remixing existing code.
- Building a web page and creating content for it.
- Understanding that information found by searching the internet is not all grounded in fact.
- Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others.

Home Learning Ideas

Create a fact file about the Amazon and compare it to other famous world rivers. Include photographs and wow your classmates by showing them the range of amazing animals that live in and by the river.

Set up a water cycle in a bottle by removing the labels off a clear plastic bottle, add a drop of blue food colouring and fill 1/3 with water and close the lid, turn the bottle upside down and place the neck of the bottle in a cup. Place ice cubes on top of the bottle and place in a sunny location. Leave for 1 hour, when you come back there should be condensation. Watch the droplets return to the water. Can you explain the cycle?

PSHE & RSHE

Zones of regulation:

Recognising our feelings, understanding our class charter, catholic social teaching and behaviour values.

Created and Loved by God

Created individually, desire to be loved, grateful, appreciative, faith and personhood values. Personal and communal worship.

Family and Relationships

Respect, manners, healthy friendships, behaviour and bullying.