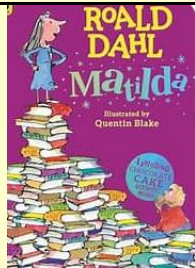


<p><b><u>Reading:</u></b> Class Reader: The Midnight Fox (class reader) by Betsy Byars Home Reader: Matilda by Roald Dahl <i>Analysis of character, setting and themes within the novel. Look at how the story unfolds and how the authors convey meaning through language choice.</i></p> <p>Various non-fiction texts on the Anglo-Saxons. <i>Skills- looking at the effect of language and why authors select different devices; using the text as evidence to back up the point that you are making; retrieve, record and present information.</i></p> <p><b><u>Writing:</u></b> <b>Fiction writing:</b> Beowulf – Characterisation <b>Non-fiction writing:</b> Viking Longboat - Non-Chronological Report <b>Poetry:</b> The Magic Box <i>Skills- create settings, characters and plot in fiction writing.</i> <i>Use organisational devices in non-fiction writing.</i> <i>Improve structure, vocabulary choices, introduce proof reading and editing.</i></p>	<p><b><u>Computing</u></b></p> <p><b>Kapow</b></p> <p><b>Creating Media- website design</b></p> <p>Children develop their research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts, embed images and videos and link between pages.</p> <p><b>Skills showcase: HTML/</b> Editing the HTML and CSS of a web page to change the layout of a website and the text and images.</p>	<p><b><u>Religious Education</u></b></p> <p><b>Islam:</b> Islam-Who is a Muslim?</p> <p><b>Christianity:</b> Temptation and lent, Salvation Why do Christians call the day Jesus dies 'Good Friday'?</p> <p><b><u>Personal, Social and Emotional development:</u></b></p> <p>Using the Jigsaw scheme the unit we will study is:</p> <p><b>Spring 1:</b> Dreams and goals</p> <p><b>Spring 2:</b> Healthy Me</p>	<p><b><u>Mathematics:</u></b></p> <p><b>Multiplication and Division</b> Factors, Multiplying and Dividing by 10 and 100. Multiplying and Dividing 2- and 3-digit numbers by a 1-digit number.</p> <p><b>Length and Perimeter</b> Measure in KM and M finding equivalent lengths. Calculating perimeter of rectilinear shapes and polygons.</p> <p><b>Fractions</b> Using mixed numbers and improper fractions. Comparing and ordering on a number line. Finding equivalent fractions. Add and subtract fractions.</p> <p><b>Decimals</b> Tenths and Hundredths as fractions and decimals. Divide 1- and 2-digit numbers by 10 to make decimals.</p>
<p><b><u>Science:</u></b></p> <p><b>Electricity</b> In this unit we will explore the safety aspects of electrical appliances and electrical supplies. We will create simple circuits and understand the role of each component. We will also test materials for how effective they are as conductors and insulators, as well as carrying out an investigation into changing the brightness of bulbs.</p> <p><b>States of Matter</b> In this unit we will be investigating the properties of Solids, liquids and gases through experiments such as comparing the weights of gases in fizzy drinks.</p>	<p><b>Year 4</b> <b>Spring Term</b></p> <p><b><u>Home Reader:</u></b></p> 		<p><b><u>Geography:</u></b></p> <p><b>Why do oceans matter?</b> Describe the water cycle. Describe how the ocean is used for human activity. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans.</p>



			Collect data using a tally chart, photographs and a sketch map. Make suggestions for how to improve a marine environment.
<b><u>Physical Education:</u></b>  This term the children will study the modules:  . Swimming (GSA) . Badminton (Teacher) . Tag Rugby (Teacher)  PE will focus on the '3 pillars' . Motor competence . Rules, strategies and tactics . Healthy participation	<b><u>Music:</u></b>  <b>Changes in pitch, tempo and dynamics (Theme: Rivers)</b>  Sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Create and perform a piece with a variety of ostinatos.	<b><u>History:</u></b> <b>How hard was it to invade &amp; settle in Britain?</b> Identify changes and continuities in settlements from prehistoric Britain. Make inferences about artefacts. Describe how Anglo-Saxon beliefs changed. Explain how missionaries spread Christianity. Explain the threat the Vikings posed to the Anglo-Saxons.  <b><u>Design and Technology:</u></b>  <b>Electrical Systems: Torches</b> Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.	<b><u>Art and Design</u></b>  <b>Painting and Mixed Media: Light and Dark</b> Paint with care and control to make a still life with recognisable objects. Create a final painting that shows an understanding of how colour can be used to show light and dark and therefore show three dimensions.  <b><u>Foreign language: Spanish</u></b> Using listening to, writing and speaking Spanish in a variety of topics and contexts.  Spring 1: The Tudors Spring 2: Habitats