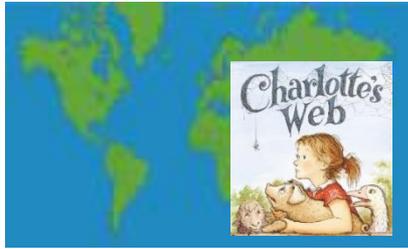


Autumn & Spring Term: London and Beyond



English

Programme of study includes: word reading, comprehension, transcription, handwriting, composition and vocabulary, grammar and punctuation.

The process of writing includes: Introduce meaningful opportunity to write, Analysis of text - Read and study genre examples - Talk opportunities - Shared/modelled writing - Planning - Writing - Editing and improving - Publishing

Inspiration:

- Alma, a short film BFI
- Charlotte's Web by E.B White and Garth Williams
- All Pigs are Beautiful by Dick King-Smith
- Leon and the Place Between by Grahame Baker-Smith
- Ice Palace by Robert Swindells

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

Class Reading Book: Charlotte's Web (to finish the story).

Year Four Autumn & Spring Term Overview

Let's take a journey together! We leap into action with some more exciting books which share themes of journeys, locally and across the globe. Year Four will be travelling through books, an animation and they will even take their own journey to a village called Catsfield; hopefully they will bring back some treats from the farm. They will be comparing our local area with Catsfield. This term each class will expand their culinary skills and knowledge of nutrition by designing and creating savoury dishes for different purposes. For example, what menu would you design using local and seasonal produce? Children across the school will participate in projects comparing contrasting localities.

Geography

Children will read *Charlotte's Web* where they will start to discover country life in preparation for their visit to Catsfield, a small farming village. Using these two locations, the children participate in a study of contrasting locations

UK Study and Rivers Study:

Teddington Lock (link from previous year)

Physical and Human Features

Local study verses countryside area:

Study: Roehampton Study: Catsfield

Local study vs country village

- to use fieldwork to observe, measure, record and present
- human and physical features
- to use the eight points of a compass
- to use maps, atlases and globes and digital computer mapping

Art and Design Technology

Design, make and evaluate a meal using local and seasonal produce.

Design Technology:

Cooking and nutrition:

- To understand and apply the principles of a healthy and varied diet
- to prepare and cook a variety of predominately savoury dishes using a range of cooking techniques

Art and Design: Natural Art

Making skills: master cutting shapes from memory, tear different types of paper, twist, plait and roll paper with precision and purpose

Music

Exploring beat, pitch and structure

- to listen with attention to detail and recall sounds with increasing aural memory
- to appreciate and understand a wide range of high-quality live and recorded music
- to improvise and compose music for a range of purposes

French

Farm animals and pets.

London and Beyond

Computing

Mathematics

Social, Moral and Cultural Education - including Religious Education and RRS

SMSC is embedded in what we do and who we are.
Themes raised in the texts: dangers, risks and odd one out.
RRS: 32, 36, 37 and 39
Religious education: What can we learn about religion - Judaism?
School Values

Physical Education

Handball, volleyball and swimming:

- to control and coordinate their bodies and movements with increasing skill and confidence
- to follow and apply more complex rules in a range of competitive and cooperative games and physical activities
- to develop physical skills and techniques by observation, evaluation and refinement; and to use repetition and practice to reach higher standards
- to use tactics, strategies and compositional ideas to achieve set objectives and improve performance
- to recognise ways in which stamina and flexibility can be improved through daily physical activity

iMovie

- to use software (including internet services)
- I can create a new movie and assemble a sequence of videos
- I can edit duration of the videos to remove 'action' and 'cut'
- I can add a variety of text (inc. changing themes and choose its position on screen (open, middle, closing)
- I can add fade in and fade out
- I can create hidden audio files to make an interactive picture
- I can include a welcome video / music on the menu page
- I can merge chapters into one book

Over the year, children will continue to develop their mathematical skills and knowledge through Maths No Problem. Alongside this, the children will apply their maths skills across the curriculum, for example when participating in scientific investigations they will use vocabulary of measurement, including length and time. They will also interpret and present data and solve one and two step problems using the information that they have collected.

Science

Learning Objectives: Animals, Including Humans

I can describe the simple functions of the basic parts of the digestive system in humans.
I can identify the different types of teeth in humans and their simple functions.
I can construct and interpret a variety of food chains, identifying producers, predators and prey.

Living things in their habitat

I can recognise that living things can be grouped in a variety of ways.
I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
I can recognise that environments can change and that this can sometimes pose dangers to living things.

Scientific Enquiry Skills

Ask relevant questions, and use different types of scientific enquiries to answer them
Set up simple practical enquiries, comparative and fair tests
Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers
Gather, record, classify and present data in a variety of ways to help in answering questions
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Identify differences, similarities or changes related to simple scientific ideas and processes
Use straightforward scientific evidence to answer questions or to support their findings.