

<p style="text-align: center;">Geography</p> <p>As Geographers, we will be learning Locational Knowledge. We will be able to locate and name the countries/major cities in Europe (including the location of Russia). We will identify the geographical similarities and differences through studying the human and physical geography of a small coastal area of the United Kingdom, and of a small area in a contrasting European country. We will also compare human features with physical features when looking at different places. We will begin to collect and record information in a systematic way and recognise keys on a map. Also, we will make a sketch map of a short route annotating the key features. Using a scale map, we will make a simple drawing and follow a route.</p>	<p style="text-align: center;">Maths</p> <p>As mathematicians, we will be looking at place values and numbers through a variety of manipulatives and resources. We will use dienes to represent numbers up to a 1000 and look at three and four digit numbers. We will use a number line to represent digits, order numbers accordingly and use estimation skills to solve problems. We will explore rounding numbers to the nearest 10, 100, and 1000 and investigate a variety of ways to solve problems using our knowledge of three and four digits.</p>	<p style="text-align: center;">Science</p> <p>As scientists, we will draw simple scientific diagrams, exploring ways to make different circuits and labelling them. We will report on findings from enquiries, including oral and written explanations, including conclusions and present these as displays and presentations. We will set up simple fair tests and explore a variety of methods. We will explore different components in a circuit, learn their names and symbols and begin to explore different relationships in a circuit. We will make careful observations and record findings using scientific language. We will begin to explore switches and understand how they work, looking at various ways of adding them to circuits. We will present our results and data in a bar chart, using tables and standard units, finding conclusions</p>
<p style="text-align: center;">PE</p> <p>As athletes, we will be looking at multi-skills, therefore familiarising ourselves with different balls. Also, we will work on how to travel, throw and catch certain balls and the way this may vary. Moreover, the range of passes and throws that are involved in a wide range of sports. The aim for the children is to ensure that they are able to perform these skills with consistent control and quality and be able to ensure that this knowledge is carried over into a game or match situation which in turn will test both their physical and mental capacity. Towards the end of the term the children will be evaluating their own performances</p>	<p>Learning in Year 4</p> <p>Term 1</p>	<p style="text-align: center;">Art / DT</p> <p>As designers, we are going to explore and examine the range of work created by existing designers. We will evaluate products made by other designers and it will be cross-curricular linked to our Science Electricity unit and making their own switch for their own torch. We will examine switches, their designs, and the most effective way to control a bulb. The learning will eventually lead the children to create a product that requires a light source, with their partner. Finally they will evaluate the product and think about how they could improve it.</p>

<p>and be able to give feedback about how they felt and performed.</p>		
<p style="text-align: center;">Computing</p> <p>As technicians, we will look at how networks connect to other networks physically. We will learn about servers and how emails are sent across the internet. We will explore how network devices make up the internet and how websites can be shared via the world wide web. In addition, we will look at contents and how they are shared online. Children will begin to understand that not everything they read online is true.</p> <p>Our Online Safety unit of work this term is looking at self-image and identity. We will learn about how our online identity can be different to our offline identity. We will explore a variety of positive ways we can interact with people online and how others will perceive this. We will also look at how people can pretend to be someone else online and can suggest reasons why they may do this.</p>	<p style="text-align: center;">English</p> <p>As Readers and Writers, we will be exploring core texts. In Writing we will be looking at The Wolves in the Walls and use this to develop our writing leading to an outcome which includes descriptive recount. We will also create a soundscape using the book as a stimulus. We will explore a range of vocabulary within the text and study different grammatical features including fronted adverbials, expanded noun phrases and prepositional phrases.</p> <p>In Reading, we will continue to develop our fluency using the text Max and the Millions. We will answer a range of comprehension questions, which include inference, retrieval and word meaning in context.</p>	<p style="text-align: center;">RE / PSHCE</p> <p>In RE, we will explore different religions represented in our community. We will express ideas thoughtfully, discussing different religious beliefs and practices, secular worldviews and cultural traditions. We will also look at the variety of places of worship in our community, describing and commenting on similarities and differences. We will also look at celebrations and festivals celebrated in our community, develop information, gathering skills, and use a wide range of vocabulary.</p> <p>In PSHCE, we will explore how our attitude and behaviour affects those around us. We will explain why being listened to and listening to others is important. Children will begin to learn about being democratic and its importance. We will look at the important roles played by people in our school and how they can support us. Through our school council, we will learn about democracy and how groups come together to make decisions.</p>