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| <p style="text-align: center;"><b>Geography / History</b></p> <p>As Geographers, the children will compare two location using the internet. They will look at Naples and Aberdeen and compare landscape, tourism, mountains and rivers etc. We will also use geographical data and create climate graphs. We will ask and respond to questions and offer opinions based on research. Using the data, we will analyse the data and draw conclusions. We will begin to make comparisons between the two locations.</p> | <p style="text-align: center;"><b>Maths</b></p> <p>As mathematicians, we will look at money this term. We will build on our knowledge from Year 3 and look at pounds and pence. We will explore the decimal notation of money for the first time. We will use a variety of methods when looking at pounds and pence including the part-whole model. We will use our knowledge of £1 = 100 p to compare amounts. We will begin by ordering amounts represented in the same format e.g. 4,562 p and 4,652 p, or £45.62 and £46.52 and relate this to our place value knowledge. We will also explore estimating and rounding money to the nearest pound. We will learn how to add and subtract money and then move on to finding change. We will enhance our learning by looking at a range of problem solving and reasoning questions related to money.</p> | <p style="text-align: center;"><b>Science</b></p> <p>As scientists, we will explore everyday phenomena and the relationships between living things and familiar environments. We will investigate a range of resources and investigate the type of sounds they make, using scientific vocabulary to describe them. We will investigate how sound is produced and learn that vibrations are created when objects/materials connect. We will record our findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. We will investigate how medium is used for sound to travel to the ear by making predictions, carrying out fair tests and writing conclusions.</p> |
| <p style="text-align: center;"><b>PE</b></p> <p>As swimmers, we will practice a variety of movement and strokes. We will begin to understand how our bodies react to water and practice breathing. We will use our arms and legs to practice strokes and develop muscular movement. We will understand that our muscles become stronger as we go on and out of the water. We will begin to develop our balance as we roll and move in the water.</p>   | <p><b>Learning in Year 4</b></p> <p><b>Term 5</b></p>  | <p style="text-align: center;"><b>Art / DT</b></p> <p>As Designers, we will investigate and analyse existing products. We will look at how well products have been designed and made. We will discuss how well products work to achieve their purposes and if they meet the needs of their consumers. Using technical vocabulary, we will look at levers and understand their purpose. We will then create our own levers. Using a book as stimulus, we will select some scenes and create levers to represent them. This will lead to us creating a storyboard which we will evaluate.</p>  |
| <p style="text-align: center;"><b>Computing</b></p> <p>As technicians, we will explore a programme called Logo. Logo is a text-based programming language where pupil's type commands that are</p>   | <p style="text-align: center;"><b>English</b></p> <p>As Readers, we will explore a book called The Miraculous Journey of Edward Tulane. We will look at a variety of questions including retrieval, inference and word in context. We will have</p>  | <p style="text-align: center;"><b>RE / PSHCE</b></p> <p>In RE, we will explore what kind of things are special to my community. We will look at people who are influential in my life and share those with our peers. We will look at the life of St Francis</p>   |

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| <p>then drawn on screen. We will learn the basic Logo commands, and use our knowledge of them to read and write code. We will create algorithms (a precise set of ordered instructions, which can be turned into code) for their initials.</p> <p>Our Online Safety unit of work this term is investigating how online information is found, viewed and interpreted. We will discuss and learn how to manage online information and understanding information which is not true. We will explore why people may decide to make up false stories and the ramifications.</p> | <p>opportunities to build on our fluency in reading and read with a partner. A skill that we will be enhancing is skimming and scanning in order to search for clues and answers. Each week, there will be opportunity to explore a non-fiction text, related to</p> <p>As Writers, this term we will explore the book linked to our Reading The Miraculous Journey of Edward Tulane. We will closely explore the themes of the book, through discussions, role-play and drama. We will relate to our own experiences of owning something precious and share these with our peers. We will use hot seating to dive deeper into the mind-set of a character by asking questions and understanding their motives. Using the book, we will search for clues and evidence that describe a character and setting. We will create freeze frames and tableaux of key events to gain a better understanding of the story. This will lead to writing our very own narrative about a losing a precious toy.</p> | <p>and why he was important. We will begin to look at the work of Pandurang and create a pyramid of his most important work. We will look at a variety of religious objects and compare and classify them.</p> <p>In PSHCE, we will explore all the relationships we keep from family to friends and peers. We will look at jealousy and why this occurs. In small groups, we will discuss this trait and look at many different scenarios. We will share and discuss why we love certain people and show empathy to others. We will begin to discuss and share experiences of people we no longer see. Opportunities will be given to children to speak about this if they wish to do so. We will also look at how friendship can change.</p> |
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