


<p>Geography</p> <p>As Geographers, we will be learning Locational Knowledge. We will be able to locate and name the countries or 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.</p>	<p>Maths</p> <p>We will be working on building our knowledge of the composition and calculation of numbers to 100. We will learn that a 1000 can be decomposed of hundrends, tens and ones before learning to add and subtract multiples of 100 to numbers beyond 1000. We will learn to represent numbers up to 9,999 in different ways to support our understanding of adding/subtracting using partitioning. We will compare and order 4 digit numbers and learn to round these to nearest 1000, 100 and 10. Furthermore, we will add and subtract 4 digit numbers. In part two, we will be exploring 'tenths' and use our knowledge to count up in tenths beyond 1 whole and represent tenths as a decimal. We will also learn to add and subtract decimals.</p>	<p>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, 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, their symbols and begin to explore different relationships in a circuit. We will make careful observations and record findings using scientific language. We will present our results and data in a bar chart, using tables and standard units and find conclusions.</p>
<p>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 Term 1</p> <div data-bbox="878 700 1366 895">  </div>	<p>DT</p> <p>The DT for this term will be Food Technology. We will be exploring a range of ways to eat healthier and we will be designing, making and evaluating couscous salads, which will be presented to the rest of the school and parents as a 'Healthy Cafe'.</p>
<p>Computing</p> <p>As technicians, we will apply our knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. We will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for ourselves in order to learn about who owns content and what we can access, add, and create. Finally, we will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. Online safety that is covered within the unit is managing information online.</p>	<p>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 a descriptive recount and a non-chronological report on Arctic Wolves. We will unleash our creativity and create a soundscape using the book as a stimulus. Throughout the unit, we will be explore a range of vocabulary within the text and study different grammatical features including fronted adverbials, expanded noun phrases and prepositional phrases. 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>RE</p> <p>Big Question: How and why do Hindu people worship at home and in the Mandir?</p> <p>In RE, we will be comparing and contrasting our ideas about God. We will also explain how Hindu people use symbolic pictures to show represent their God's characteriristics. We will then be comparing some of the things that are important to Hindu people in worship. To support our learning, we will be visitng our local Hindu Temple.</p> <p>PSHCE</p> <p>In PSHCE, the topic is Me and Relationships. We will be exploring practical steps that we can take in a range of different contexts to improve or support respectful relationships. We will learn to describe positive, healthy relationships.</p>