

English

Reading - Key texts: 'Demon Dentist' by David Walliams

Developing pleasure and motivation to read. Comprehension skills focusing on Y4 key skills/content domains both during whole class reading and guided group reading.

Speaking and Listening - Performance/role play of MacBeth

Writing Composition - Writing for different purposes and audiences.

Nonfiction: Creating an explanation text about teeth and how to prevent decay by using technical language, writing in the present tense and cause and effect connectives.

Persuasive writing: Writing a persuasive advert for a toothpaste product focussing on using emotive language, rhetorical questions and counter arguments.

Spelling: Weekly and half termly spellings linked to National Curriculum spellings for Year 4.

Grammar: Linked to the National Curriculum requirements for Year 4. Main focus: main and subordinate clauses, use of paragraphs to organise ideas around a theme, noun phrases expanded by modifying verbs.

Handwriting: Children join and enhance the fluency and neatness of their writing.

Emphasis on neat presentation and pride in all written work.

Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

Engaging pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Key Question: Why do some people think that life is a journey? What significant experiences mark this?

What does a journey mean to us? What is the significance of Baptism to Christians?

How do Jewish people mark becoming an adult? What ceremonies do Hindus mark in the journey of life? Why do people choose to get married? Are all journeys similar?

Can we compare the journeys of Christians, Jewish people and Hindus?

Geography

Extend knowledge of the UK, Europe and the world; location and place knowledge; and significant human and physical features. Explore how early settlers choose a place to build a home, looking at place names including how Anglo-Saxons, Romans and Vikings all left their mark.

Using maps to investigate different sized settlements and how they are linked. (Not linked to topic)

Art

Developing creativity using a variety of materials within the following contexts:

- Use different pencils and shading to create more realistic images.
- Create a model of their own mouth including the different types of teeth.
- Explore how different equipment can be used to make varying techniques and effects.

Spanish

- To extend vocabulary of days of the week and months.
- To learn vocabulary related to family members.

Music

Explore rhythmic patterns. Play and perform in solo and ensemble contexts, using both their voice and instruments with increasing control and expression. Listen to different music with increasing attention to detail.

Design and Technology

Designing and making functional, purposeful appealing products and evaluating these. Researching different toothpastes and companies and creating our own toothpaste and box design. This will involve completing market research and researching the consumer and their needs. After completing their research the children will design their own toothpastes and packaging and evaluate their work once it is complete.

PSHE

- To understand what a stereotype is and why they exist.
- To discuss if stereotypes should be challenged and how they can influence us.
- To understand how to keep healthy (teeth and body).

It also links clearly with our SMSC development.

Science

Broaden scientific understanding of the world through exploration, observation, research and testing in the topic area of teeth. Identify the different types of teeth in humans and their simple functions. Identify how different drinks affect human teeth. Investigate the differences between human and animal teeth as well as the difference between the teeth of herbivores, carnivores and omnivores.

Through working scientifically, children will use and develop their practical scientific methods, processes and skills: Planning different types of scientific enquiries; taking measurements, using a range of scientific equipment, with increasing accuracy and precision; recording data and results; using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

Burps, Bottoms and Bile

Curriculum Plan - Spring 2 2018

Year 4 Miss White



Super Start: Plaque investigation
Fantastic Finish: Visit from orthodontist

Computing

LKS2 Programming unit
Pupils developing their programming skills to create simple algorithms to control characters on screen.
Using and applying their programming skills to create an animation.

Physical Education

Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity.

Games - Invasion Games

To develop an understanding of rules in sports and how to compete against opponents positively. To develop confidence and competence in the skills of passing, dribbling, catching, pivoting, dodging, marking and shooting. To apply their skills in problem solving situations. To create their own games based on the skills previously learnt and based on a criteria.

Maths

Area find the area of rectilinear shapes by counting squares.

Fractions recognise and show, using diagrams, families of common equivalent fractions. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator. They extend the use of the number line to connect fractions, numbers and measures. Pupils understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths. Pupils make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. Pupils use factors and multiples to recognise equivalent fractions and simplify where appropriate (for example, $9 \div 6 = 3 \div 2$ or $4 \div 1 = 8 \div 2$). Pupils continue to practise adding and subtracting fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole. Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and proportions.

British Values and SMSC

Developing an understanding of fundamental British values

Throughout the curriculum we will seek to promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Focus on the rule of law and balancing rights with responsibilities.