

## English coverage

Weeks 1&2: Reading and understanding the poetry of Michael Rosen, followed by the opportunity to write poems inspired by his work.

Weeks 3-5: Recounts, including diary and newspaper reports

Week 6: Instruction texts, linked to DT project

Weeks 7 & 8: Narrative writing inspired by 'A Snowman's Journey'. Includes the introduction of the DADWAVERS technique,

GAP Busters: developing the use of fronted adverbials, expanded noun phrases, correct use of the apostrophe for contraction and possession and correct punctuation for direct speech will be covered this term.

Spelling: Weeks 1-4 word endings /shun/ sound sion/ssion/ tion/ cian

Week 5: words with /aw/spelt augh and aw

Week 6&7: words with 'ough' that make a long /o/, /oo/ or /or/ sound

Daily Handwriting practice 10 mins.



## Our Skills



To research



To communicate



To read and write



To create, produce and perform



To reason, problem solve and critically consider

Tulips—Year 4

Mrs Hope



LEARNING HOOK

Snap, Crackle and Pop!

## Science coverage

Week 1: Do I understand that sound is created by vibrations?

Week 2: Can I investigate how sound becomes fainter?

Week 3: Can I write an investigation report?

Week 4: Do I understand how pitch is changed?

Week 5: Can I identify how humans and animals hear?

Week 6: Can I investigate sound proofing?

Week 7: Can I write an investigation report?

Week 8: Calendar activities



## PE coverage

Week 1: Can I find different methods of travelling?

Week 2: Can I create sequences involving symmetrical and asymmetrical balances, jumps and rolls?

Week 3: Can I create sequences involving symmetrical and asymmetrical balances, jumps and rolls?

Week 4: create sequences involving symmetrical and asymmetrical balances, jumps and rolls?

Week 5: Can I find different ways of travelling along a bench?

Week 6: Can I perform a series of jumps?

Week 7: Can I safely land from the apparatus?

Week 8: Calendar activities



## Maths coverage

Week 1: division

Week 2: mental strategies for multiplication and division

Week 3: converting measures

Week 4: area and perimeter

Week 5: money

Week 6: time

Week 7: comparing and classifying shapes

Week 8: symmetry

Daily speed calc: to cover a range of known methods

Times tables: revision of 6, 7 and 8 times tables and related facts

Three aims — fluency, reasoning and problem solving to be embedded daily.



## IT and Computing coverage

Week 1: Can I use publishing software to create a brochure?

Week 2: Can I use publishing software to create a brochure?

Week 3: Can I identify how to keep safe when using online communication?

Week 4: Can I begin to use the basic functions of an email account?

Week 5: Can I begin to use the basic functions of an email account?

Week 6: Can I learn how to add a document attachment to an email?

Week 7: Can I forward an email?

Week 8: Calendar activities



## Discrete subjects

Music: Can I learn to read music and play the violin with a specialist teacher?

Can I learn and perform a Christmas song and record it?

Can I evaluate a Christmas song recording?

Can I learn and perform songs at the Christmas Carol Service?

Daily minute of listening

Art—Can I use collage skills to create a calendar?

Anti-bullying week—Do I understand how to keep myself safe? NSPCC visit.

Road safety week— Do I understand how to stay safe on the roads?

Parliament Day—Do I understand the role of Parliament



## RRSA Links

**Article 2** All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. **Article 3** All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children. **Article 12** You have the right to give your opinion, and for adults to listen and take it seriously **Article 13** You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. **Article 14** You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you. **Article 17** You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need **Article 19** You have the right to be protected from being hurt and mistreated, in body or mind. **Article 28** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. **Article 29** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect

## Our Skills



To research



To communicate



To read and write



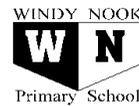
To create, produce and perform



To reason, problem solve and critically consider

Tulips - Year 4

Mrs Hope



## LEARNING HOOK

Snap, Crackle and Pop!

## British Values

Being Part of Britain: History - Who was here before me? (Romans). Recognition of Remembrance Day.

Individual Liberty In some classes, children allowed to choose their own differentiation. All children in phase choose their own home reading book. Children encouraged to make right choices as regards e-safety. Children can choose their own golden time activity.

Rule of Law: -All children sign home-school agreement. Use of traffic light system to enforce school rules. Class charters agreed together at the beginning of the year. Rights reminder for children who have not been able to follow school rules throughout the week. Links to Rights Respecting made and reinforced. Road Safety Week

Mutual Respect -Consistent and regular reinforcement of school rights respecting ethos through behaviour policy, regular assemblies and class discussions as they arise and where relevant. Children learn about Hinduism and Christianity, including visits to church in local area. Operation Shoe Box Appeal

Democracy: -School council elections - all children are given the opportunity to make an election speech and vote for the class member of their choice to represent the class on school council. School council meetings. Election of Rights Respecting ambassadors. Regular opportunities to debate and vote in class through English and topic lessons. Golden time (choosing what you want to do)

## Topic coverage

History

Week 1: Can I use my research skills to find out about Roman Baths?

Week 2: Can I create a brochure/poster for a Roman Bath?

Week 3: See discrete subjects

Design & Technology

Week 4: Can I design a moving toy with levers and linkages?

Week 5: Can I make a moving toy with levers and linkages?

Week 6: Can I evaluate a moving toy with levers and linkages?

Week 7: Can I make Christmas cards and calendars?

Week 8: Calendar activities



## RE coverage

Week 1: Can I understand the purpose of Rangoli patterns?

Week 2: Can I show my understanding of the story of Rama and Sita?

Week 3: Can I compare the use of light during Christmas and Diwali?

Week 4: Can I compare Christmas and Diwali traditions?

Week 5: Can I compare Hindu people worship in the Mandir during Diwali and Christians worship in church at Christmas?

Week 6: Can I perform the Christmas story?

Week 7: Can I perform the Christmas story?

Week 8: Calendar activities

