

English Coverage

Week 1: Myths: Norse mythology: read and explore features

Week 2: Myths: Norse mythology: begin to describe characters and settings from Norse mythology, re-tell story of Thor and the stolen hammer

Week 3: Myths: Norse mythology: create own Norse god and write a story featuring their character

Week 4: Alternative versions of fairy tales: Read and understand 'The Wolf's Story'.

Week 5: Alternative versions of fairy tales: Write own version of a fairy tale from alternative point of view

GAP Busters: apostrophes for plural possession, word families, using conjunctions

Spelling: Weeks 1 & 2 -homophones and near homophones; Weeks 3&4—the suffix ation; Week 5—prefixes 'sub' and 'super'##

Weekly reading comprehension



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

Art Around the World

Science Coverage

Week 1: Can I name different types of force, and identify whether they are push or pull forces?

Week 2: Can I investigate the force of friction?

Week 3: Can I identify magnetic and non-magnetic materials?

Week 4: Can I investigate the strength of different magnets?

Week 5: Can I use my understanding of magnetic poles to say whether magnets will attract or repel each other?



PE Coverage

Week 1: Can I perform and create a solo with appropriate expression?

Week 2: Can I perform a solo with appropriate expression and contrasting dynamics?

Week 3: Can I create and perform a duet with complementary movements?

Week 4: Can I perform and create a duet with travel and link actions?

Week 5: Can I perform a dance as a solo and duet to retell the story of Rama and Sita with contrasting dynamics, travels, question and answer and complementary movements?



IT and Computing Coverage

Week 1: CC Art: Can I create a profile of Monet using Purple Mash?

Week 2: CC Art: Can I create a pointillism picture using Purple Mash?

Week 3: CC RE: Can I use search technologies effectively?

Week 4: CC RE: Can I create and manipulate digital content?

Week 5: Safer Internet Day activities



Maths Coverage

Week 1: recognising common equivalent fractions, represented in different ways

Week 2: calculating fractions of quantities

Week 3: adding and subtracting fractions with the same denominator, recognising and writing decimal equivalents of tenths and hundredths

Week 4: understanding place value of decimals, dividing by 10 and 100

Week 5: rounding decimals, comparing and ordering decimals

Daily Speed Calc linked to previous number concepts taught and covered. Maths is delivered via a three aims approach. Children will be utilising their fluency, reasoning and problem solving skills on a daily basis.

Times tables to be covered: Weeks 1 and 2—8x tables; Weeks 3&4— 9x tables; Weeks 5— 11x tables



Discrete Subjects

Music:

Can I learn to play an instrument from specialist provision?

Minute of Listening — Can I be a reflective listener and creative thinker?

IT:

Safer Internet Week -

Can I discuss and make good decisions to keep myself safe online?

Do I understand the impact of my words and actions on others and myself?

Curriculum enrichment activities:

HITT taster session

Young carers awareness day

Falcons Ruby Taster Session



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

Art Around the World

Topic Coverage

Week 1: Can I take inspiration from the work of Monet? Can I mix watercolours to create a desired effect?

Week 2: Can I take inspiration from the work of Surat? Can I use Purple Mash to create a pointillism picture?

Week 3: Can I take inspiration from the work of Matisse? Can I use charcoal to create a portrait?

Week 4: Can I design a textile piece inspired by Hindu artists? Can I make a design using batik?

Week 5: Can I evaluate my design?



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 26 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 other people.

British Values

Individual Liberty

Children can choose their own golden time activity.

Rule of Law

Children will be expected to follow school rules, and will follow school behaviour policy for reward and punishment.

Mutual Respect

Children will be given opportunities to work alongside each other and follow the class Rights Respecting Charter.

Democracy

RE Coverage

Week 1: Can I identify the religious traditions represented in the local community? Can I create a map of local places of worship?

Week 2: Visit/visitor?

Week 3: Can I compile a directory of places of worship in the local area?

Week 4: Can I research places of worship in the local area?

Week 5: Can I present my findings about local places of worship to the class?

