

English coverage

Spelling and GaP Buster activities completed on a daily basis.

Whole-class guided reading, completed every afternoon.

Week 1: Can I write a letter of complaint?

Week 2: Can I write a letter of complaint?

Week 3: Can I write an adventure story?

Week 4: Can I write an adventure story?

Week 5: Can I read, recite and write haiku poetry?

Week 6: Can I write a persuasive letter linked to science week?

Science coverage

Week 1: Do I know 7 processes for living? Can I group/classify animals in different ways?

Week 2: Can I create a classification key to show what living things are in our school grounds?

Week 3: Can we use classification keys to identify all the animals that we caught pond dipping? Identifying, grouping and classifying. Science Week

Week 4: Can I identify different habitats and the animals that live there?

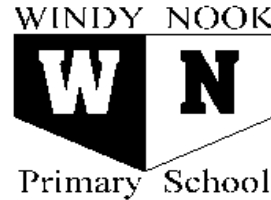
Week 5: Do I understand how dangers to habitat can affect wildlife? Research using secondary sources. Science week.

Week 6: Do I understand the impact of climate change on animals and their habitats? Science week.

Class: Tulips

Class Teacher: Miss Marshall

Term: Summer 1



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.

Learning Hook: Perfect Pop Art

This half term, children will learn about Pop Art through a study of Andy Warhol.

The children will go on a visit to the discovery museum and consolidate their learning about light.

This half term the children will take part in a range of exciting activities linked to science week.

This half term, Year 4 children will be attending swimming every Friday morning.

Maths coverage

Daily times tables practice. 3 x Speed Calc, 1 x Speed Shape, 1 x Speed Measure.

Week 1: Can I plot and interpret line graphs?

Week 2: Can I show an understanding of place value using number lines?

Week 3: Can I answer word problems using methods for addition and subtraction?

Week 4: Can I answer word problems using methods for multiplication and division?

Week 5: Can I solve multi-step problems?

Week 6: Can I work with fractions?

Computing coverage

Week 1: Can I open and respond to an email?

Week 2: Can I use email safely?

Week 3: Can I use email safely?

Week 4: Can I add an attachment to an email?

Week 5: Can I explore a simulated email scenario?

Week 6: Digital manipulation in art.

Discrete subjects

Music

Children will learn to read music and play the violin with a specialist music teacher. Children will complete minute of listening activities each week.

French

Children will be completing daily speaking and listening with written work in the final two weeks of term. This term's focus is Les Instruments (Musical Instruments).

P.S.H.E

Children will be learning about discrimination and reflecting on what makes them special. They will also learn about LGBT issues linked to our focus artist Andy Warhol. Children will learn about personal hygiene.

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

Children will be allowed to select tasks based on their perception of their ability.

PE coverage

Week 1: Can I develop my throwing skills and begin to understand the rules of rounders?

Week 2: Can I develop my fielding skills?

Week 3: Can I develop my fielding skills?

Week 4: Can I develop my striking and fielding skills and learn how to bowl properly?

Week 5: Can I develop my striking skills?

Week 6: Can I develop my accuracy when striking the ball and consider tactics?

Art coverage

Week 1: Do I know what pop art is? Do I know who Andy Warhol is?

Week 2: Can I analyse style choices?

Week 3: Can I annotate a design to show my ideas?

Week 4: Can I colour my images?

Week 5: Can I evaluate my work?

Week 6: Digital manipulation - can I edit and manipulate images?

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

RE coverage

Week 1: Can I reflect on membership of my own community? Can I identify what it means to belong to a community?

Week 2: Can I identify the significance of initiation ceremonies?

Week 3: Can I show my understanding that religious people have different ways of identifying with and showing that they belong to their faith?

Week 4: Can I describe how faith communities celebrate and live out their beliefs through action in the world?

Week 5: Can I reflect on what it means to belong to a community?