



Class: Year4  
Teacher: Mrs Gates

New Hartley First School  
Happy children aiming high

Term: Autumn 2 2019  
Dates: 3rd Nov – 20<sup>th</sup> Dec



## Aspirations 2

**Key Question:** What would you like to achieve when you leave school?

### English:

**Writing opportunities across the curriculum:** Using 'Escape from Pompeii'; Writing a 'Wanted' poster for Boudicca to add to our hall topic display. Children will use modifying adjectives to write an effective description to add to their wanted poster: Newspaper article reporting the devastating impact of a tsunami (Geography): Description of everyday roman life (from no particular point of view): descriptive atmospheric settings of roman life in another town – Herculaneum: an argument for whether Vesuvius is safe or not to the senator: a passage on a city disappearing under a volcanic eruption: Children to create a historical fictional story, applying the devices learnt so far, to create a fictional story with historical references. Using 'Shackleton's Journey' by William Grigg: Children will write interviews, diary entries, letters and a newspaper report.

**Reading comprehension:** Develop positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; Using dictionaries to check the meaning of words that they have read; Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Children will understand what they read, in books they can read independently, by: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; Predicting what might happen from details stated and implied; Identifying main ideas drawn from more than one paragraph and summarising these; Retrieving and recording information from non-fiction; Reading books that are structured in different ways and reading for a range of purposes; Discussing words and phrases that capture the reader's interest and imagination; Asking questions to improve their understanding of a text; Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. **Word Reading** Children will apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. **Writing Transcription** (Spelling and Handwriting) - Use further prefixes and suffixes and understand how to add them –tion and –ness suffixes (English Appendix 1). **Vocabulary, Grammar & Punctuation** Children will learn to express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]: They will use of paragraphs as a way to group related material and headings and sub-headings to aid presentation. Children will understand the use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play. They will explore noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) and fronted adverbials [for example, Later that day, I heard the bad news.]. Children will use commas after fronted adverbials. Children will also use inverted commas to punctuate direct speech and will choose the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition: use of inverted commas and other punctuation to indicate direct speech. **Writing** (Composition): Children will plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Children will discuss and record ideas draft and will: organise paragraphs around a theme - In non-narrative material, using simple organisational devices. They will evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements: Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences: Proof-reading for spelling and punctuation errors. **Spoken Word:** Through practise and performance of our Christmas nativity performance, children will become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

**Spelling:** Children re-visited high frequency words in Autumn 1 due to large gaps in spelling. As a result, we will be carrying over the spelling rules from Autumn 1, through to Autumn 2. Children will be taught one spelling rule each week. They will take this rule home and will be tasked with finding words which fit the rule. Examples will be displayed in the classroom and children will complete a weekly spelling activity assessing their understanding of the rule. Children will also practise and learn the spelling of two common exception words each week. Children will be taught the following spelling rules: adding the prefix im- (before a root word starting with m or p); Adding the prefix il- (before a root word starting with l) and the prefix ir- (before a root word starting with r); homophones and near homophones; words with /shun/ endings spelt 'sion' (if root word ends in 'se', 'de', or 'd').

### Maths:

**Number: Place Value:** Children will Count in multiples of 6, 7, 9, 25 and 1,000: Round any number to the nearest 1,000: Solve number and practical problems that involve all of the above and with increasingly large positive numbers: Count backwards through zero to include negative numbers. **Small steps covered:** Round to the nearest 1,000: Count in 25s: Negative numbers.

**Addition and Subtraction:** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate: Estimate and use inverse operations to check answers to a calculation: Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. **Small steps covered:** Add and subtract 1s, 10s, 100s and 1,000s: Add two 4-digit numbers –no exchange: Add two 4-digit numbers –one exchange: Add two 4-digit numbers –more than one exchange: Subtract two 4-digit numbers –no exchange: Subtract two 4-digit numbers –one exchange: Subtract two 4-digit numbers –more than one exchange: Efficient subtraction: Estimate answers: Checking strategies.

**Measurement: Length and Perimeter:** Children will: measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres: convert between different units of measure (for example kilometre to metre).

**Small steps covered:** kilometres, perimeter on a grid, perimeter of a rectangle, perimeter of rectilinear shapes

**Multiplication and Division:** Children will: use place value, known and derived facts, to divide and multiply mentally: including multiplying by 1 and 0 and dividing by 1: Recall and use multiplication and division facts for multiplication facts up to 12 x 12.

**Small steps covered:** multiply by 10, multiply by 100, divide by 10, divide by 100, divide by 0 and 1, divide by 1 and itself.

### Humanities (History, Geography and RE):

Children will study the following naturally occurring 'disasters': volcanoes, earthquakes and tsunamis. Children will map the locations of volcanoes and earthquakes and study the significance of these locations (terrestrial and marine). They will study the defining physical characteristics of the land and why volcanoes are located here and why certain areas in the world are prone to earthquakes, where others are not (ring of fire). They will label the tectonic plates surrounding the 'ring of fire'. They will label the tectonic plates and understand their location. Children will use shaving foam, food colouring and crackers to re-create their own versions of transform, convergent and divergent boundaries. Alongside their learning about earthquakes, children will learn about tsunamis and how/when these occur. They will study the 2004 Indian Ocean tsunami, watching footage of the wave and considering its devastating impact (link to English writing). Children will mark the location of the following volcanoes on a world map: Mauna Loa (Hawaii): Vesuvius (Italy): Nyiragongo (Democratic Republic of

Congo): Popocatepeti (Mexico): Krakatau (Indonesia): Changbaishan (China): Galeras (Colombia): Mount Etna (Sicily). Children will learn about the different key features of a volcano and how/why volcanoes erupt. They will label a volcano and will be able to articulate why a volcano erupts. Children will explore the different climate zones of the world and will map those areas most prone to hurricanes. Through their study of William Shackleton's Arctic exploration children will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Following 'SACRE': Christianity – God and Jesus – Children will listen to some of the stories told by Jesus about God (The Unforgiving Servant and The Rich Fool) and will consider what they reveal about God's character. They will understand that Christians see God as a creator, loving parent and friend. Children will listen to stories from the Bible in which Jesus reveals his 'specialness' (Healing the Sick and Feeding the 5000). They will understand the effect which Jesus had on those whom he met (The Paralysed Man, The Rich Young Man). They will learn about Jesus' disciples (Fishermen of Men). Judaism: Festivals and Celebrations (Hanukkah) – children will learn about aspects of Hanukkah through assemblies.

Christianity: Festivals and Celebrations (Advent, Christmas) – children will learn about aspects of advent and Christmas (the Christmas story). They will create their own cardboard Advent wreath and will understand its significance to Christians.

Key Vocabulary: eruption, aftershock, tsunami, magma, lava, dormant, fault, magnitude, landslide, tectonic plates, saturated, climate, audio, beat, dynamic, pitch, tempo

#### **STEM (Digital Music and Awareness):**

Digital Music: Children will build on their knowledge of music as a significant tool in creating mood and inspiring artwork (Autumn 1), they will use Garageband, on the iPads and in the computer suite, to explore musical arrangements and how arrangement can create mood. They will create their own soundtrack to enhance a video of a volcano erupting (inspired by their Geography/History work exploring the eruption of Mount Vesuvius).

E-Safety: Persuasive design: explaining that the majority of games and platforms are businesses designed to make money. Their primary driver is to encourage users to be online for as long as possible to encourage them to spend money (sometimes by offering incentives and offers) or generate advertising revenue, how designers use notification to pull users back online. Staying safe online: Using a range of given scenarios, children will consider the best and most responsible course of action using the NHFS 'zip it, block it, flag it' icons.

Key Vocabulary: vibrating, pitch, volume, insulation, outer, middle and inner, cochlea, auditory, frequency, hammer, algorithm, rule, tile, condition, action

#### **Physical and Mental Health and Wellbeing (PE and PSHE):**

Extreme Earth Dance: This 'Dance - Extreme Earth' unit will teach children a range of different skills linked to the art of dance with the aim of producing an interesting dance phrase to represent a montage of natural disasters. In each session children will explore different areas linked to 'Extreme Earth', including different forms of natural disaster and the effects they have upon people and the world. The children will learn to use improvisation; design their own dance moves; link and combine movements; perform with expression; respond to different stimulus and create and perform a dance phrase applying their newly developed skills. They will develop their skills of co-operation, working both in pairs and small groups to create these movement phrases.

L16 – What is meant by enterprise and begin to develop enterprise skills – Clowning Around workshop with Northumberland Education Business Partnership – Monday 25<sup>th</sup> November

H3 – as they grow and change begin to make choices about food, what might influence their choices and benefits of a healthy diet. – Create an advert to encourage healthy choices.

#### **The Arts (Art and Music):**

Children will create paintings inspired by the book "*The Great Wave: A Children's Book Inspired by Hokusai*" by Véronique Massenot and Bruno Pilorget and the painting *The Great Wave off Kanazawa* by Katsushika Hokusai. They will explore perspective by dividing their paintings into the foreground (first 2 waves), background (horizontal line and mt fuji) and middleground (main wave). Children will first practise their use of line to create wave-like lines using different mediums (pencil, oil pastel and paint). They will explore brushstrokes will select the correct thickness of paintbrush to create the desired line and thickness.

Children will explore mixing colours effectively and will create a 'warm' palette and a 'cool palette'. They will consider the emotions linked to and evoked by each of their colour palettes – which colours will match each elements of their painting and why? Children will first sketch the images within each of the three sections of the painting and will then create a bold outline, using a black oil pastel. Children will then use a mixture of warm and cool colours to complete their wave painting. <https://www.deepspacesparkle.com/the-great-wave-art-lesson-plan-video/>

Children will create Christmas felt snowmen decorations, stitching pieces together using thread and needle and adding a ribbon handle.

Children will consider a musical arrangement to match an image of Mount Vesuvius erupting in 79AD. They will then work in groups to create their own piece of music to match this image (carried from Autumn 2). While practising and performing within our KS2 Christmas Nativity, children will learn a repertoire of new songs, as well as practising familiar Christmas carols. They will learn to perform these in ensemble and solo (elements of) contexts, using their voices with increasing accuracy, fluency, control and expression.

Key Vocabulary: pitch, texture, tone, temp, dynamics, timbre, ensemble, solo, percussion, brushstrokes, perspective

#### **French:**

Unit 3: family, months, numbers 21-30. Children will be taught to: listen attentively to spoken language and show understanding by joining in and responding; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; appreciate stories, songs, poems and rhymes in the language.

#### **Visit/Visitors/Resources:**

06.11.19 – Operation Encompass Visit (PSHE)

07.11.19 – Street Scientist Team (NUSTEM) to deliver 'Young Scientist' workshop

25.11.19 – Clowning Around workshop with Northumberland Education Business Partnership