

Sustainability

Key Question: What can you do to look after our planet?

English:

Writing opportunities across the curriculum: Using 'Cinnamon' by Neil Gaiman (3 weeks): This is a three-week planning sequence using Cinnamon by Neil Gaiman in which children begin by making inferences about the characters and situations in the story. They go on to consider the emotions of characters including Cinnamon herself (in the form of diaries) and also of their parents when creating adverts. There is explicit teaching of the conventions of dialogue through drama and children go on to write a story in the style of Cinnamon using speech. Using 'Jabberwocky' by Lewis Carroll (2 weeks): children will use the language of the poem to investigate and explore their knowledge of etymology and morphology, before performing the poem and eventually creating their own nonsense verse with a gruesome creature based on the same structure.

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 - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identifying themes and conventions in a wide range of books - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - Recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - 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 Participate 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. Children will: develop positive attitudes to reading and understanding of what they read by: - Listening to and discussing a wide range of poetry - Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume, action - Recognising some different forms of poetry [for example, free verse, narrative poetry] Discussing words and phrases that capture the reader's interest and imagination.

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) - place the possessive apostrophe accurately in words (English Appendix 1): Use the first two or three letters of a word to check its spelling in a dictionary Spell words that are often misspelt (English Appendix 1) **Vocabulary, Grammar & Punctuation** - Expressing 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] - 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) - Fronted adverbials [for example, Later that day, I heard the bad news.] - Use of paragraphs to organise ideas around a theme - 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. Expressing, soon, therefore], or prepositions [for example, before, after, during, in, because of].

Writing 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 - Discussing and recording ideas Draft and write by: - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - Organising paragraphs around a theme - In narratives, creating settings, characters and plot 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-read for spelling and punctuation errors - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Spoken Word: Through reading out their own work to the class, children will practice speaking audibly and fluently with an increasing command of Standard English. They will select and use appropriate registers for effective communication.

Spelling: Children will be taught one spelling rule each week, while exploring a selection of words which fit this rule. 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: nouns ending in -ation; adding the prefixes sub and super; plural possessive apostrophes; words with the 's' sound spelt 'sc', words with a soft 'c', spelt 'ce'.

Maths:

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: solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects: recognise and use factor pairs and commutativity in mental calculations: multiply two-digit and three-digit numbers by a one-digit number using formal written layout.

Small steps covered: written methods: multiply 2 digits by 1 digit: multiply 3 digits by 1 digit: divide 2 digit by 1 digit: divide 3 digits by 1 digit: correspondence problems.

Area: Children will find the area of rectilinear shapes by counting squares.

Small steps covered: What is area?: counting squares: making shapes: comparing area.

Fractions: Children will: Recognise and show, using diagrams, families of common equivalent fractions: Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten; 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.

Small steps covered: What is a fraction?: Equivalent fractions (1): Equivalent fractions (2): Fractions greater than 1: Count in fractions: Add 2 or more fractions: Subtract 2 fractions: Subtract from whole amounts: Calculate fractions of a quantity: Problem solving - calculate quantities.

RE: Following 'SACRE':

Hinduism - Festivals: Holi (9th and 10th March): Children will learn about aspects of Holi and the legend of demon King Hiranyakashyap. This will be covered in

whole school assembly.

Christianity – Festival and Celebrations (Holy Week): Children will learn about aspects of Easter. They will discuss the significance of Lent as a season of preparation for Easter, discuss the significance of Shrove Tuesday, identify the main events during Lent such as Ash Wednesday and Mothering Sunday, examine what Christians in the immediate area do during Lent, discuss the events during Holy Week leading up to Jesus' crucifixion and will prepare the Passover meal and emphasise the significance of the bread and the wine that constituted Jesus' Last Supper. Children will know that Easter is important to Christians because it celebrates the resurrection of Jesus know that Easter is a special and happy time of the year involving special stories, events, artefacts and traditions, although it is preceded by a solemn time when Christians prepare for and reflect on the crucifixion of their founder know that the Bible is the main source for information about Jesus' crucifixion and resurrection.

Christianity – God: Children will learn about Moses and the Exodus, what this story means and what it tells us about God. They will learn about the coming of the Holy Spirit, introducing the term Trinity.

Judaism – Stories: Children will read the story of the Exodus and will sequence pictures of the main events including the ten plagues. We will examine the role of Moses. Children will know that many Jewish festivals are shaped by stories in scripture know that such stories shape Jewish belief and practice.

Key Vocabulary: Passover, Maundy Thursday, Shrove Tuesday, Exodus, Trinity

STEM

Science: Electricity: Pupils should be taught to: identify common appliances that run on electricity; construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers; identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; recognise some common conductors and insulators, and associate metals with being good conductors. They will identify which appliances use electricity in their homes and how to keep themselves safe. Children will construct circuits of their own, start to create pictorial circuits and conduct an investigation into how easily different types of switches can break and reconnect a circuit. Working in groups and using their electrician's toolbox, the children have to perform a variety of timed tasks in order to receive an Electrician certificate. Tasks include making a circuit with a light in it, making a circuit with a buzzer and making a circuit with two lights. Building on their knowledge from last half term when studying the Water Cycle, children will explore water as a renewable energy source. They will learn about hydroelectricity and this knowledge will be enriched during their class trip to Cragside. Additionally, children will consider how their local environment is contributing to greener alternatives to energy (Catapult Blyth).

Computing: Children will work together to design a simple toy that incorporates sensors and outputs and will then create an on-screen prototype of their toy in Scratch. Finally, they will pitch their toy idea to a 'Dragon's Den' style panel! Children will design, write and debug programs that accomplish specific goals, including or stimulating physical systems. They will use sequence, selection and repetition in programs; work with various forms of input and output and will use logical reasoning to explain how some simple algorithms work. They will detect and correct errors in algorithms and programs. Children will then apply their understanding of programming and the program 'Scratch' to the Crumble software and will work in pairs to program their own crumble to follow a range of instructions.

E-Safety: 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. They will consider content which incites etc glamorising of violence in video games and how this can escalate quickly and influence behaviour.

Key Vocabulary: renewable, non-renewable, finite, conductor, insulator, circuit, buzzers, battery, cell, sockets, algorithm, sprite, loops

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

Gymnastics: Children will work independently and in groups to perform single movements, building into sequences of movement, developing flexibility, strength, technique, control and balance. Children will create gymnastic sequences that meet a set of given objectives and will begin to describe how their body reacts to different situations. They will build on their performance skills and ability, focusing on transition between movements and will compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PSHE: Although we may touch upon other core themes, the focus will be on core theme 1: Health and Wellbeing. Through a range of discussion, written and practical activities, children will learn to :

H1 – consider what constitutes, and how to maintain a healthy lifestyle.

H2 – recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise choices which have no so good consequences.

H15 – to recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask', 'I'll tell'.

H16 – what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy (link to E-Safety).

The Arts: Music and Art:

Music: Children will explore sounds, melody and accompaniment, identifying ways sounds are used to accompany a song/range of songs. They will explore and select different melodic patterns and will then begin to play them by ear. They will follow pitch movement in the Song **Jibber Jabber** and show this with their hands. They will perform their own melody on xylophones. They will invent a new melody for the song Jibber Jabber – using some notation (not standard but with notes showing general pitch) to record it. They will consider what place silence has in a piece of music and the effect which it can have. They will listen to Eine Kleine Nachtmusik and discuss the images which appear in their head, drawing a picture or pattern to show what they have imagined as they heard the music.

Art: Children will attend St Michael's church each week, where they will work with their teachers and community members towards a class project, reflective of our term topic of 'Sustainability'. They will work together to create a 'proggy' mat picture of our planet, using the proggy techniques and strips of cotton t-shirt materials. Alongside this, children will apply techniques of gathering fabric and stitching to create lettering to read 'Save Our Planet' and will also create quilted flowers to complement their design. Children will adapt and refine ideas as they progress, create weavings, quilt, pad and gather fabric. Children will take inspiration from the greats – Exploring artists like Lesley Richmond and Wendy Moyer for textiles inspired by nature and Louise Baldwin as a textile artist who uses recycled materials and found objects.

Key Vocabulary: pitch, texture, dynamics, timbre, tempo, rhythm, ostinato, quilting, weaving, proggy, melody, notation

French:

Speaking and Listening: Children will repond to a clear model of language and will continue to use basic phrases concerning themselves, their family and school. They will answer simple questions and give basic information about the weather, their answers being clearly understood. They will learn how to pronounce all single letter sounds.

Visit/Visitors/Resources:

28.02.20 – PE 'showing potential' testing

Date TBC – Cragside House Class Trip

04.03.20 – Maths Morning EYFS – Year 4

05.03.20 – World Book Day

02.04.20 – Easter service