

Sustainability

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

**English:**

**Writing opportunities across the curriculum:** Using *'Varmints'* by Helen Ward and Marc Craste (3 weeks) ; This is a three-week sequence using the film and text of *Varmints* by Helen Ward and Marc Craste, in which children explore the settings and themes, writing a retelling of the story from the main character's point of view and sharing their thoughts and opinions about the story. The same text is then used to draw out the process and life-cycle of growing plants (links to Science). Children use this as a starting point to create a life-cycle flow diagram, charting the changes that take place as a plant grows and what is needed to nurture it in order to give guidance to the next generation of 'varmint' on how to look after plants. Children then use this, alongside their explored knowledge of explanation texts, to write their own explanation of the life-cycle of plants to be published as a leaflet. Children will be exposed to a range of explanation texts, through Science and Guided Reading throughout. 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.

**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, 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) – place the possessive apostrophe accurately in words (English Appendix 1): Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **Vocabulary, Grammar & Punctuation** Children will learn to use the present perfect form of verbs in contrast to the past tense [for example, He has gone out to play contrasted with He went out to play. They will use paragraphs as a way to group related material and headings and sub-headings to aid presentation]. Children will choose the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition and will indicate possession by using the possessive apostrophe and plural nouns: Use of commas to clarify meaning or avoid ambiguity: - 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]. **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. Children will create settings, characters and plot in narratives. **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: Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd'): words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'ss' or 'mit'): words with a shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 'i' / or has no definite root): words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs'): words with 'ough' to make a long /o/, /oo/ or /or/ sound: common exception words.

**Maths:**

**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: count in multiples of 6, 7, 9, 25 and 1000: 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: multiply by 0, multiply by 10, multiply by 100, divide by 10, divide by 100, divide by 0 and 1, divide by 1 and itself. Multiply and divide by 6, 6 times tables and division facts, multiply and divide by 9, 9 times table and division facts, multiply and divide by 7, 7 times table and division facts: 11 and 12 times tables: multiply 3 numbers: factor pairs: efficient multiplication: 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.

**Humanities (Geography and RE):**

**Geography:** Children will journey to the Kumaon region of India and learn about the life of a Kumaon child. They will find out about the fascinating Kumaon region and the tallest peaks of the Himalayas. Through their learning, they will compare this region to their own. Children will explore globes and atlases to locate mountainous areas across the world, locating mountain ranges of the world, as well as labelling a map of England with its towns, cities and counties and where British mountains are located (Ben Nevis, Snowden, Pennines, Skafell Pike). They will understand the symbols used on maps for mountains and mountainous regions. Children will Begin to think about similarities and differences between their lives and life in the Kumaon Himalaya. They will write an honest account

of a typical day. Children will learn about the key features of mountains and they will be able to label these successfully. They will use maps and atlases to find the Kumaon region of the Himalayas and will use an atlas to identify the countries within which the Himalayan mountain range runs. They will begin to identify some of the tallest peaks of the Himalayas, and in which country they belong. Children will learn about life in the upper reaches of the Himalayas, thinking about isolation and employment and access to water and electricity. They will consider a day in the life of a Kumaoni child and compare it to their lives. Children will experience Kumaoni school lessons and make comparisons with their school and debate the differences. They will think about life for children who live in less economically developed countries and relate this to our own behaviour and attitudes. Children will begin to understand water access issues for people in the Kumaon and around the world. They will understand that 80% of our fresh water originates from mountains and this will directly link to their learning about the water cycle in our Science lessons. Children will consider their daily water usage and compare it to those living in the Kumaon and will role-play fetching water for everyday tasks and begin to understand water issues for people in the Kumaon. Children will learn about the water cycle and will understand this concept and that water is a finite resource. They will be able to discuss the water cycle and how it works, and will be able to demonstrate their understanding through role play of the journey of a raindrop and through clear and coherent labelling. Children will carry out an experiment 'Water Cycle in a Bag' to apply their knowledge of the water cycle, allowing them to see the process of evaporation, condensation and precipitation. Children will be introduced to hydroelectricity ahead of their 'Electricity' studies in Science next half term.

**RE:** Following 'SACRE': **Hinduism: Stories** – Children will know that Hindu scripture and the Ramayana are important to Hindus. They will know that the content of Hindu scripture shapes the lives of Hindus. Children will know about how and why some of the stories are important to Hindus and these stories shape Hindu belief and practice (creation story, Rama and Sita, Brahma, Vishnu and Shiva. Children will explore stories about other faces/manifestations of God (Ganesh, Hanuman and Lakshmi).

**Key Vocabulary:** peak, valley, cliff, ridge, plateau, summit, hill, terrain, range, tectonic plates, fold mountains, scripture, Torah, Holy spirit, Passover, Exodus, precipitation, condensation, evaporation, finite, renewable, non-renewable, water vapour, substance, matter, solid, liquid, gas

## STEM

**Science:** The Water Cycle – see planning above; 'Geography'.

**Computing:** Children will use the 'Green Screen by Do Ink' app to produce their own weather forecast' for the United Kingdom. They will work together in pairs to write their script, using their knowledge of the cities and counties in the UK and geography specific language (from this term and last term: e.g. precipitation, humidity, gale force, pressure, temperature). Using a green screen, children will present their weather forecast to the class and produce a recording of their presentation to evaluate.

**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. The focus will be on 'Tic Toc', 'Snapchat' and gaming devices with the ability to communicate.

**Key Vocabulary:** precipitation, condensation, evaporation, water vapour, renewable, non-renewable, finite

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

**NUFC:** Children will develop skills in throwing, catching, defending, attacking and goal scoring and will be given the opportunity to apply their new skills in a range of competitive games and matches.

**PSCHE:** Although we may touch upon other core themes, the focus will be on core theme 1: Health and Wellbeing. 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.

H4 – about good and not so good feelings, children will develop vocabulary to describe their feelings and will develop simple strategies for managing feelings.

H6 – the importance of, and how to, maintain personal hygiene.

H7 – how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading

H11 – that household products, including medicines, can be harmful if not used properly.

H12 – rules for ways of keeping physically and emotionally safe including responsible use of ICT, road safety, cycle safety and safety in the environment, rail, water and fire safety.

H13 – about people who look after them and who to go to if they are worried.

H14 – about the ways that pupils can help the people who look after them to more easily protect them.

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.

## Music:

Chopin's "Raindrop" Prelude, Op 28, No. 15; Mendelssohn's The Hebrides (Fingal's Cave) - Overture and Grofe's Grand Canyon Suite show different interpretations of moving water. Children will listen to these alongside their Science, Geography work and will consider how the use of dynamics, texture and pitch have been used to interpret water. They will compose short pieces of music in pairs to match given weather symbols. Children will focus on controlling rhythm and pulse; they will recognise rhythmic patterns in a range of pieces of music and will perform a repeated pattern to a steady pulse, using a given percussion instrument.

**Key Vocabulary:** pitch, texture, dynamics, timbre, tempo, rhythm, ostinato

## French:

**Speaking and Listening:** Children will understand a range of spoken phrases e.g. 'hello, how are you?', 'line up at the door', 'sit down', 'close the door', 'where do you live', 'what is your name?'. They will be able to talk about who is in their family, which foods they like and where they live.

## Visit/Visitors/Resources:

15.01.19 – Operation Encompass Visit (PSHE)

17.01.19 – Year 4 Coffee Morning

07.11.19 – NUSTEM 'Story of the Earth' whole school assembly (date TBC)