

Geography

UK Changes over time

English

Non-chronological reports: The children will be planning and writing a formal non-chronological report based on mythical/imaginary creatures; our model text is about werewolves.

Character Description: The children will use several techniques to reveal character, such as what they do and how others react to them.

Informal letter writing: The children will write a chatty letter to a friend about a summer job and all the funny things that happened, using a wide range of sentence structures, higher level punctuation and conjunctions.

The children will also have Spelling, Grammar and Guided Reading lessons each week.

Maths

- Fractions, decimals and percentages
- ratio
- algebra
- perimeter, area and volume
- statistics
- time
- shape
- Reasoning and problem solving
- Arithmetic

Music

Guitar: The children will learn how to care of a guitar and how to play different notes; we will also learn new songs and produce and perform ostinato patterns. They will perform in front of an audience

French

The children will learn the vocabulary of food products and transport, using them in conversational phrases and sentences.

Science

Living Things: The children will learn about the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. The children will explore reproduction in different plants. They will recap their work in Year 3 by naming the parts of a flower. We will learn about different types of mammals and their life cycles. Furthermore, the children will find out about Jane Goodall and her work with the now-endangered chimpanzees in Africa. They will explore metamorphosis in insects and amphibians, comparing their life cycles. Finally, the children will learn about the life cycle of birds.

Geography

UK changes over time: The children will be exploring how the UK has changed both physically and socially, such as changes in climate, land use, erosion, migration and immigration, house building.

Computing

3D Modelling: Sketch-up: The children will learn how to create simple and complex 3D models. They will be able to add detail and manipulate 3D models using a variety of tools.

Art

Painting: The children are practising various techniques, including tints, sgraffito, impasto and decorative painting, as part of our whole school project: All Things Bright and Wonderful. Our stimulus is trees/leaves.

Design and Technology

Programming adventures: the children will apply their understanding of computing to program a floor robot. They will explore a range of adventure maps and use these to create original designs. They will research how floor robots move along different types of materials and use this knowledge to create obstacle squares, using appropriate joining methods to make a scale adventure map. They will test and evaluate the effectiveness of another group's obstacle squares.

P.S.H.E

Keeping safe around fire, water and electricity:

Does growing up mean taking on more responsibility? When can it be difficult to be responsible? What situations might include risk, danger or hazard? What are the risks in this situation? What could reduce the risk?

Pressure: Who or what influences people's behaviour? Do we have to be like everyone else? What can people do when they feel under pressure to do something they feel uncertain about? Who can we ask for help, opinions or advice?

P.E.

Dance (Haka): The children will learn about the history and movements associated with haka; use improvisation and creative skills to develop group versions of haka; design their own dance phrases; link and combine movements; perform with expression; and use a range of techniques. They will develop their skills of co-operation, working in small groups to create their own dance

Gymnastics: The children will practise a range of balances, movements and techniques, working in pairs and groups to create sequences.

Hockey: The children will practise the appropriate skills and techniques in order to participate in hockey.

R.E.

Hinduism: How do questions about Brahman and atman influence the way a Hindu lives?