

**Year Four Term 1      A City Study-London**

English	<b><u>Reading for Enjoyment</u></b>	
	<p><b><u>MAIN TEXT: Ignis-Gina Wilson</u></b>  <b>Poetry: Unit 1: Creating Images</b>                      Adjectives/simile poems of images of the imaginary world.</p> <p><b>Fiction Unit : Stories in an Imaginary World</b>                      Ignis-Gina Wilson</p> <p><b>Non- fiction: Unit 2:</b>  <b>Information</b>                      Nelson Mandela                      Report on the City of London</p>	George’s Marvellous Medicine (Roald Dahl)
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Place value</li> <li>• Place value - decimals</li> <li>• Written addition and subtraction</li> <li>• Written addition and subtraction (problems and inverse)</li> <li>• Assessment Week</li> <li>• 2D shape</li> </ul>	
<b>Science</b>	No science	
<b>History</b>	No history	
<b>Geography</b>	<p><b><u>London –a city study</u></b>  <b><u>Map skills of the UK, Europe and the cities within.</u></b>  <b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>•Can they carry out a survey to discover features of cities.</li> <li>•Can they find the same place on a globe and in an atlas?</li> <li>•Can they label the same features on an aerial photograph as on a map?</li> <li>•Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they give accurate measurements between 2 given places within the UK?</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>•Can they describe the main features of a well-known city?</li> <li>•Can they use appropriate symbols to represent different physical features on a map?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they explain how a locality has changed over time with reference to physical features?</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>•Can they explain why people are attracted to live in cities?</li> <li>•Can they explain how a locality has changed over time with reference to human features?</li> <li>•Can they find different views about an environmental issue? What is their view?</li> <li>•Can they suggest different ways that a locality could be changed and improved?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they explain how people are trying to manage their environment?</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>•Can they locate the Tropic of Cancer and the Tropic of Capricorn?</li> <li>•Do they know the difference between the British Isles, Great Britain and UK?</li> <li>•Do they know the countries that make up the European Union?</li> <li>•Can they name up to six cities in the UK and locate them on a map?</li> <li>•Can they locate and name some of the main islands that surround the UK?</li> <li>•Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they name the counties that make up the home counties of London?</li> <li>•Can they name some of the main towns and cities in other counties?</li> </ul>	
<b>Computing</b>	<p><b><u>Data Retrieving and organising</u></b>  <b>Images</b></p> <ul style="list-style-type: none"> <li>•Can they capture images using webcams, screen capture, scanning, visualiser and internet?</li> <li>•Can they choose images and download into a file?</li> <li>•Can they download images from the camera into files on the computer?</li> <li>•Can they copy graphics from a range of sources and paste into a desktop publishing program?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they use photo editing software to crop photographs and add effects?</li> <li>•Can they copy and paste the graph/bar chart and use it in a WP document?</li> </ul>	
<b>Religious Education</b>	<p><b><u>What makes me the person I am?</u></b>                      Who or what influences my life?                      What things do I care about in the world?                      What objects remind me of special times in my life?                      What special qualities do I have?</p>	

Physical Education	<p><b><u>Games</u></b>  <b>Health and fitness</b>  •Can they explain why warming up is important?  •Can they explain why keeping fit is good for their health?</p> <p><b>Acquiring and developing skills</b>  •Can they select and use the most appropriate skills, actions or ideas?  •Can they move and use actions with co-ordination and control?  •Can they make up their own small-sided game?</p> <p><b>Net/wall tennis</b>  •Can they catch with one hand?  •Can they throw and catch accurately?  •Can they hit a ball accurately and with control?  •Can they keep possession of the ball?  •Can they move to find a space when they are not in possession during a game?  •Can they vary tactics and adapt skills according to what is happening?</p> <p><b>Evaluating and improving</b>  Can they explain how their work is similar and different from that of others?  •Can they use their comparison to improve their work?</p> <p><b><u>Coach – Tag rugby</u></b>  <b>Acquiring and developing skills</b>  •Can they select and use the most appropriate skills, actions or ideas?  •Can they move and use actions with co-ordination and control?  •Can they make up their own small-sided game?</p> <p><b>Games</b>  •Can they catch with one hand?  •Can they throw and catch accurately?  •Can they keep possession of the ball?  •Can they move to find a space when they are not in possession during a game?  •Can they vary tactics and adapt skills according to what is happening?</p> <p><b>Evaluating and improving</b>  •Can they explain how their work is similar and different from that of others?  •Can they use their comparison to improve their work?</p>
Art and Design	<p><b><u>Viewpoints - London printing</u></b>  <b>Sketch books</b>  •Do they use their sketch books to adapt and improve their original ideas?  •Do they keep notes about the purpose of their work in their sketch books?  •Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</p> <p><b>Drawing</b>  •Can they begin to show facial expressions and body language in their sketches?  •Can they identify and draw simple objects, and use marks and lines to produce texture?  •Can they organise line, tone, shape and colour to represent figures and forms in movement?  •Can they show reflections?  •Can they explain why they have chosen specific materials to draw with?</p> <p><b>Painting</b>  •Can they create all the colours they need?  •Can they create mood in their paintings?  •Do they successfully use shading to create mood and feeling?</p> <p><b>Printing</b>  •Can they print using at least four colours?  •Can they create an accurate print design?  •Can they print onto different materials?</p> <p><b>Knowledge</b>  •Can they experiment with different styles which artists have used?</p>
Design and technology	No D&T
Music	<p><b><u>Exploring rhythmic patterns</u></b>  <b><u>Performing</u></b>  •Can they perform a simple part rhythmically?  •Can they sing songs from memory with accurate pitch?  •Can they improvise using repeated patterns?</p> <p><b>Appraising</b>  •Can they explain the place of silence and say what effect it has?</p> <p><b>Challenge</b>  •Can they use selected pitches simultaneously to produce simple harmony?</p>
French	<p><b><u>Listening and responding</u></b>  •Do they understand short passages made up of familiar language?  •Do they understand instructions, messages and dialogues within short passages?  •Can they identify and note the main points and give a personal response on a passage?  (Spoken at near normal speed with no interference. May need short sections repeated.)</p> <p><b>Speaking</b>  •Can they have a short conversation where they are saying 2-3 things?  •Can they use short phrases to give a personal response?  (Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.)</p>

	<p><b>Reading and responding</b></p> <ul style="list-style-type: none"> <li>•Can they read and understand short texts using familiar language?</li> <li>•Can they identify and note the main points and give a personal response?</li> <li>•Can they read independently?</li> <li>•Can they use a bilingual dictionary or glossary to look up new words?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>•Can they write 2-3 short sentences on &lt;a familiar topic&gt;?</li> <li>•Can they say what they like and dislike about &lt;a familiar topic&gt;?</li> </ul> <p>(They write short phrases from memory and their spelling is readily understandable.)</p>
<b>PSHE</b>	<p><b>e-safety</b></p> <p><b><u>Jigsaw-Being Me in My World</u></b></p> <p><b>Becoming a class 'team'</b> Can we help others to feel welcome?</p> <p><b>Being a school citizen</b> Can we try to make our school community a better place?</p> <p><b>Rights, responsibilities and democracy</b> Can we think about everyone's right to learn?</p> <p><b>Rewards and consequences</b> Do we care about other people's feelings?</p> <p><b>Our learning charted</b> Can we work well with others?</p> <p><b>Owning our learning charter</b> Do we choose to follow the learning charter?</p>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Use of laptops</li> <li>• Black History –Nelson Mandela</li> <li>• Visitors- People who have moved to London from somewhere else.</li> <li>• Educational visit to the Museum of London- Monument</li> </ul>