

<u>Year Four Term 3</u>		<u>India</u>
English		<u>Reading for Enjoyment</u>
	<p><u>MAIN TEXT : Rama and the Demon King</u></p> <p>POETRY Unit 1: Creating Images 1. On the Ning Nang Nong (perform)</p> <p>Fiction: Unit 3 Stories From Other Cultures Rama and the Demon King</p> <p>Non-fiction: Unit 4: Persuasive Text Aspirations week- job advert</p>	Grandpa's Indian Summer (Jamila Gavin)
Mathematics	<ul style="list-style-type: none"> • Place value/Roman numerals/Counting incl. negative numbers • Fractions and decimals • Fractions, decimals and division • Position and direction • Assessment Week • Area 	
Science	<p><u>Sound</u></p> <ul style="list-style-type: none"> • Can they describe a range of sounds and explain how they are made? • Can they associate some sounds with something vibrating? • Can they compare sources of sound and explain how the sounds differ? • Can they explain how to change a sound (louder/softer)? • Can they recognise how vibrations from sound travel through a medium to an ear? • Can they find patterns between the pitch of a sound and features of the object that produce it? • Can they find patterns between the volume of the sound and the strength of the vibrations that produced it? • Can they recognise that sounds get fainter as the distance from the sound source increases? • Can they explain how you could change the pitch of a sound? • Can they investigate how different materials can affect the pitch and volume of sounds? <p>Challenging</p> <ul style="list-style-type: none"> • Can they explain why sound gets fainter or louder according to the distance? • Can they explain how pitch and volume can be changed in a variety of ways? • Can they work out which materials give the best insulation for sound? 	
History	No history	
Geography	<p><u>Comparing why people live in cities or villages.</u> <u>CHEMBAKOLLI</u></p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Can they carry out a survey to discover features of cities and villages? • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they plan a journey to a place outside of England? • Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? <p>Physical Geography</p> <ul style="list-style-type: none"> • Can they describe the main features of a village? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? <p>Challenging</p> <ul style="list-style-type: none"> • Can they explain how a locality has changed over time with reference to physical features? <p>Human Geography</p> <ul style="list-style-type: none"> • Can they explain why people may choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? <p>Challenging</p> <ul style="list-style-type: none"> • Can they explain how people are trying to manage their environment? <p>Challenging</p> <ul style="list-style-type: none"> • Can they name the counties that surround London that contain villages? 	
Computing	<p><u>Using the internet</u></p> <ul style="list-style-type: none"> • Can they use a search engine to find a specific website? • Can they use note-taking skills to decide which text to copy and paste into a document? • Can they use tabbed browsing to open two or more web pages at the same time? • Can they open a link to a new window? • Can they open a document (PDF) and view it? <p>Challenging</p> <ul style="list-style-type: none"> • Can they copy and paste the graph/bar chart and use it in a word processing document? (own plans) 	
Religious Education	<p><u>How and why do Hindus worship at home and in the Mandir?</u></p> <p>What different ideas does our class have about God? How do Hindus express their beliefs about God? What is a shrine and why is it important in a Hindu home? How do Hindus worship in the home? What happens in a Mandir (temple)?</p>	

<p>Physical Education</p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> •Can they work in a controlled way? •Can they include change of speed? •Can they include change of direction? •Can they include range of shapes? •Can they follow a set of ‘rules’ to produce a sequence? •Can they work with a partner to create, repeat and improve a sequence with at least three phases? <p>Health and fitness</p> <ul style="list-style-type: none"> •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health? <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? <p>Evaluating and improving</p> <p>Can they explain how their work is similar and different from that of others?</p> <ul style="list-style-type: none"> •Can they use their comparison to improve their work? <p><u>Coach – Hockey</u></p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> •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>Games</p> <ul style="list-style-type: none"> •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>Evaluating and improving</p> <ul style="list-style-type: none"> •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>	<p>To investigate and combine visual and tactile qualities of materials and processes and to match these qualities to their ideas.</p> <p>I pads-Stop Motion</p> <p>Drawing</p> <ul style="list-style-type: none"> •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 explain why they have chosen specific materials to draw with? <p>Sketch books</p> <ul style="list-style-type: none"> •Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? •Can they produce a montage all about themselves? •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? <p>Use of IT</p> <ul style="list-style-type: none"> •Can they present a collection of their work on a slide show? •Can they create a piece of art work which includes the integration of digital images they have taken? •Can they combine graphics and text based on their research? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they experiment with different styles which artists have used? Paul Klee
<p>Design and technology</p>	<p>No Design and Technology</p>
<p>Music</p>	<p><u>Exploring melodies and scales</u></p> <p>Performing</p> <ul style="list-style-type: none"> •Can they perform a simple part rhythmically? •Can they improvise using repeated patterns? <p>Composing</p> <ul style="list-style-type: none"> •Can they use notations to record and interpret sequences of pitches? •Can they use standard notation? •Can they use notations to record compositions in a small group or on their own? •Can they use their notation in a performance? <p>Appraising</p> <ul style="list-style-type: none"> •Can they explain the place of silence and say what effect it has? •Can they start to identify the character of a piece of music? •Can they describe and identify the different purposes of music? •Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? <p>Challenge</p> <ul style="list-style-type: none"> •Can they explore and use sets of pitches, e.g. 4 or 5 note scales? •Can they identify how a change in timbre can change the effect of a piece of music?
<p>French</p>	<p>Listening and responding</p> <ul style="list-style-type: none"> •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.)

