

Year Four Term 6 All Living Things

English	Reading for Enjoyment	
	<p><u>MAIN TEXT: Robin Hood</u></p> <p>POETRY Unit 2: Exploring Poetic Types Kennings</p> <p>NARRATIVE Unit 5: Plays Robin Hood</p> <p>NON-FICTION Unit 4: Persuasive Text •Poster/leaflet..</p>	<p>The Suitcase Kid (Jacqueline Wilson)</p>
Mathematics	<ul style="list-style-type: none"> • Multiplication facts incl. 12x table and time • Place value • Statistics • Addition and subtraction (statistics) • Multiplication and division • Shape 	
Science	<p>Animals, including humans</p> <ul style="list-style-type: none"> •Can they identify and name the basic parts of the digestive system in humans? •Can they describe the simple functions of the basic parts of the digestive system in humans? •Can they identify the simple function of different types of teeth in humans? •Can they compare the teeth of herbivores and carnivores? •Can they explain what a simple food chain shows? •Can they construct and interpret a variety of food chains, identifying producers, predators and prey? <p>Challenging</p> <ul style="list-style-type: none"> •Can they classify living things and non-living things by a number of characteristics that they have thought of? •Can they explain how people, weather and the environment can affect living things? •Can they explain how certain living things depend on one another to survive? 	
History	No history	
Geography	No geography	
Computing	<p><u>Algorithms and programs</u></p> <p>Purple Mash</p> <ul style="list-style-type: none"> •Can they use repeat instructions to draw regular shapes on screen, using commands? •Can they experiment with variables to control models? •Can they make turns specifying the degrees? •Can they give an on-screen robot specific directional instructions that takes them from x to y? •Can they make accurate predictions about the outcome of a program they have written? <p>(Purple Mash lesson plans)</p>	
Religious Education	<p>What religions are represented in our neighbourhood?</p> <p>What are the functions of religions buildings and places?</p> <p>What evidence can I find of religions in the neighbourhood?</p> <p>What have we found out about how people express their faith?</p> <p>How are religions similar and different in my neighbourhood?</p>	
Physical Education	<p><u>Athletics</u></p> <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>Athletics</p> <ul style="list-style-type: none"> •Can they run over a long distance? •Can they spring over a short distance? •Can they throw in different ways? •Can they hit a target? •Can they jump in different ways? <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><u>Coach – basketball</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 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? 	
Art and Design	No Art and design	

<p>Design and technology</p>	<p><u>Money Containers</u> Developing, planning and communicating ideas •Can they come up with at least one idea about how to create their product? •Do they take account of the ideas of others when designing? •Can they produce a plan and explain it to others? •Can they suggest some improvements and say what was good and not so good about their original design? Textiles •Do they experiment with and combine materials and processes to design and make 3D form? •Can they use early textile and sewing skills as part of a project? •Do they think what the user would want when choosing textiles? •Have they thought about how to make their product strong? •Can they devise a template? •Can they explain how to join things in a different way? Mouldable materials •Do they use finishing techniques, showing an awareness of audience? Stiff and flexible sheet materials •Can they measure carefully so as to make sure they have not made mistakes? •How have they attempted to make their product strong? Working with tools, equipment, materials and components to make quality products •Can they tell if their finished product is going to be good quality? •Are they conscience of the need to produce something that will be liked by others? •Can they show a good level of expertise when using a range of tools and equipment? •Do they work at their product even though their original idea might not have worked? Evaluating processes and products •Have they thought of how they will check if their design is successful? •Can they begin to explain how they can improve their original design? •Can they evaluate their product, thinking of both appearance and the way it works? •Do they take time to consider how they could have made their idea better?</p>
<p>Music</p>	<p><u>Exploring singing games</u> Performing •Can they perform a simple part rhythmically? •Can they sing songs from memory with accurate pitch? •Can they improvise using repeated patterns? Appraising •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? Challenge •Can they use selected pitches simultaneously to produce simple harmony?</p>
<p>French</p>	<p><u>Listening and responding</u> •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.) Speaking •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.) Reading and responding •Can they read and understand short texts using familiar language? •Can they identify and note the main points and give a personal response? •Can they read independently? •Can they use a bilingual dictionary or glossary to look up new words? Writing •Can they write 2-3 short sentences on <a familiar topic>? •Can they say what they like and dislike about <a familiar topic>? (They write short phrases from memory and their spelling is readily understandable.)</p>
<p>PSHE</p>	<p>e-safety lesson <u>Changing Me (including sex education)</u> Unique me Do they understand that everyone is unique and special? Having a baby Can they express how they feel when change happens? Girls and puberty Do they understand and respect the changes that they see in themselves? Circles of change Do they understand and respect the changes that they see in other people? Accepting change Do they know who to ask for help if they are worried about change? Looking ahead Are they looking forward to change?</p>
<p>Enrichment</p>	<ul style="list-style-type: none"> • Use of laptops • Cultural Week • Visitors- neighbourhood religious visitors • Educational visit- museum • Zoo visit