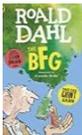
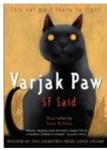


Year Four Term 2	
<p>English</p>	<p>Reading for Enjoyment</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Leon and the Place Between</p>  <p>Story Plot: Journey Tale Toolkit Focus: Description People, places, objects The Door- Miroslav Holub</p> <p>London Landmarks Non Chronological Report</p> </div> <div style="text-align: center;">   </div> </div>
<p>Mathematics</p>	<p>Maths no Problem Chapter 3 Multiplication and Division Chapter 4 Further multiplication and division</p>
<p>Science</p>	<p>Sound <u>Working scientifically</u> -Can they investigate and identify patterns in how the pitch & volume of sound can be changed? -Can they identify patterns in the sounds made by objects of different sizes? -Can they investigate a range of materials in relation to how effectively they insulate against sound <u>Knowledge & Understanding</u> -Can they describe a range of sounds and explain how they are made? -Can they associate some sounds with something vibrating? -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? -Can they explain how pitch and volume can be changed in a variety of ways?</p>
<p>History</p>	<p>No History</p>
<p>Geography</p>	<p>Possible starting point / stimulus: Sales pages re: properties in London from a newspaper London – a city study Map skills of the UK, Europe and the cities within. Geographical Enquiry Can they raise relevant questions for investigation? -Can they carry out a survey to discover features of cities. -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 accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? -Can they give accurate measurements between 2 given places within the UK? Physical geography -Can they describe the main physical features of a well-known city? -Can they use appropriate symbols to represent different physical features on a map? -Can they explain how the physical features of a locality have changed over time? Human Geography -Can they explain why people are attracted to live in cities? Can they compare & contrast life/dwelling in a city with life/dwelling in the countryside (the town mouse & the country mouse) Can they identify the features common to many cities e.g. many cities are located on rivers. Can they identify the reasons why there are fewer cities in Scotland than in England? Can they identify cities that they'd like to visit/live in and the reasons for this? -Can they explain how the human features of a locality have changed over time? -Can they identify different views about an environmental issue? What is their view? -Can they suggest different ways that a locality could be changed and improved? -Can they explain how people are trying to manage their environment? Geographical Knowledge -Can they locate the Tropic of Cancer and the Tropic of Capricorn? -Do they know the difference between the British Isles, Great Britain and UK? -Can they name up to six cities in the UK and locate them on a map? -Can they locate and name some of the main islands that surround the UK? -Do they know the countries that make up the European Union? -Can they name the areas of origin of the main ethnic groups in the UK & in their school? -Can they name the counties that make up the home counties surrounding London? -Can they name some of the main towns and cities in other counties?</p>
<p>e-safety</p>	<p>Knowledge and Understanding Do they understand the need for rules to keep them safe when exchanging learning and ideas online? -Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? -Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? -Can they use strategies to verify information, e.g. cross-checking? -Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? -Do they understand that copyright exists on most digital images, video and recorded music? -Do they understand the need to keep personal information and passwords private? -Do they understand that if they make personal information available online it may be seen and used by others? -Do they know how to respond if asked for personal information or feel unsafe about content of a message? -Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? -Do they know how to report an incident of cyber bullying? -Do they know the difference between online communication tools used in school and those used at home? -Do they understand the need to develop an alias for some public online use? -Do they understand that the outcome of internet searches at home may be different than at school? Skills Do they follow the school's safer internet rules? -Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? -Can they begin to identify when emails should not be opened and when an attachment may not be safe? -Can they explain how to use email safely? -Can they use different search engines?</p>
<p>Computing</p>	<p>DATA Handling – Purple Mash Databases Handling Data –Purple Mash Focus Education: Input data into a prepared database. Sort and search a data base to answer questions. Can they enter data, highlight it and make bar charts. NC: use search technologies effectively appreciate how results are selected and ranked and be discerning in evaluating digital content. (NEW plans) -Can they input data into a prepared database? -Can they sort and search a database to answer simple questions? -Do they recognise what a spread sheet is? -Can they use the terms 'cells', 'rows' and 'columns'? -Can they enter data, highlight it and make bar charts? Challenging -Can they copy and paste the graph/bar chart and use it in a word processing document? (litask) E safety – see objectives</p>

Religious Education	<p>Why is the Bible special for Christians? What do we know about the Bible and what makes it special? What is in the Bible? What are the Old and New Testaments? How do Christians use the Bible in church and in the home and elsewhere? What inspires and guides me in my life?</p>
Physical Education	<p>Dance – jazz Dance -Can they respond imaginatively to a range of stimuli related to character and narrative? -Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group? -Can they refine, repeat and remember dance phrases and dances? -Can they perform dances clearly and fluently? -Can they show sensitivity to the dance idea and the accompaniment? -Do they show a clear understanding of how to warm-up and cool-down safely? -Do they describe, interpret and evaluate dance, using appropriate language? -Can they take the lead when working with a partner or group? -Can they work on their movements and refine them? Challenging -Can they structure and vary longer dances? Do they develop movement ideas for others? -Do they show a good sense of rhythm and style when performing? Do they use a range of dance vocabulary to describe, interpret and evaluate dance? Coach – Football Acquiring and developing skills -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? Games -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? Evaluating and improving -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	<p>Viewpoints – London printing Sketch books -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? Drawing -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? Painting -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? Printing -Can they print using at least four colours? -Can they create an accurate print design? -Can they print onto different materials? Knowledge -Can they experiment with different styles which artists have used?</p>
DT	No DT
Music	<p>Exploring arrangements Composing -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? Performing -Can they perform a simple part rhythmically? -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? -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? Challenge -Can they explore and use sets of pitches, e.g. 4- or 5-note scales? -Can they show how they can use dynamics to provide contrast?</p>
French	<p>Listening and responding -Do they listen and show understanding of short phrases through physical response? -Do they listen and identify words in songs and rhymes and demonstrate understanding? Speaking -Do they ask and answer several simple and familiar questions with a rehearsed response? -Do they use familiar vocabulary to say simple sentences using a language scaffold? -Do they make simple rehearsed statements about themselves, objects and people? -Do they say a simple rhyme from memory? -Do they join in with words of a song or storytelling? Reading and responding -Do they read and recognise some letter strings in familiar words and pronounce when modelled and observing silent letter rules? -Do they read and show understanding of simple familiar phrases and short sentences? -Do they use context to predict the meaning of new words? -Do they use a bi-lingual dictionary to find the meaning of individual words? Writing -Do they write and say a more complex sentence to describe people, places, things and actions using a language scaffold? -Do they write simple familiar short phrases from memory with understandable accuracy? Grammar Do they demonstrate understanding /use of nouns/plurals/1st & 2nd person regular present verbs/adjective position?</p>
PSHE	<p>e-safety lesson Celebrating Difference (including anti-bullying) Judging by appearances Can they accept that everyone is different? Understanding influences Can they include others when working and playing? Understanding bullying Do they know how to help if someone is being bullied? Problem-solving Do they try to solve problems? Special me Do they use king words? Celebrating difference: how we look Can they give and receive compliments?</p>
Enrichment	<ul style="list-style-type: none"> Monument Trip Art Consultant Printing