

English
Sustainability

- _Persuasive argument
- Non-chronological report

Titanic

- Newspaper article

Scientific Enquiry

Looking At States:

- To make careful observations about how matter changes from solid to liquid.
- To observe that materials change state when they are heated and cooled.
- To recognise when these processes, called freezing, boiling and melting, take place.
- To explore patterns in freezing and melting.
- To recognise when evaporation and condensation take place.
- To make careful observations and record these.

Digestive System

- Investigate the functions of the teeth
- Know how to look after our teeth
- Describe the parts and functions of the digestive

Geography

- How can we live more sustainably?
- During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:
- Describe and explain using examples what living sustainably means;
- Identify, describe and explain the differences between renewable and non-renewable resources;
- Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable;
- Understand in basic terms how solar panels and wind turbines generate electricity;



Design and Technology

- Making soft toys: children will design, practice new skills, make, evaluate and improve their work.

Computing

- To use one or more programs to edit music
- To create and develop a musical composition, refining their ideas through reflection and discussion.
- To develop collaboration skills.

Art

- Perspective drawing of titanic using a variety of media including pencil drawing and paints

Maths

- Multiplication and Division
- Area
- Fractions

Religious Education

Incarnation:

- Identify the difference between a 'Gospel' which tells the story of the life and teaching of Jesus, and a letter.
- Offer suggestions about what texts about baptism and Trinity might mean.
- Give examples of what these texts mean to some Christians today.
- Describe how Christians show their beliefs about God the Trinity in worship and in the way they live.
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas about what the God of Christianity is like.

Salvation

- Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.

Music

Continuing to learn through Sea shanties:

To perform : Maintain a simple part within a group.

To compose: Choose, order, combine and control sounds to create an effect.

Physical Education

- Gymnastic sequences using wall bars and apparatus
- Dance to the beat

Spanish

PSHE

New beginnings

Keeping safe in the community

Objectives for Year 4 Term 2

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Tell a story which is clear, structured and detailed Recognise and analyse formal/informal registers when listening Address alternative opinions in discussion</p> <p>Drama Choose vocabulary and movement to match the place and time in a scene</p>	<p>Word Reading Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Retell myths and legends focusing on the themes</p> <p>Reading Comprehension Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response Predict what may happen and explain using stated and implied detail from the text Summarise a text using the key points Use textual details and examples to support inferences and explanations about a text's meaning Identify how the layout in book and screen-based texts aids the reader Select and discuss effective words and phrases e.g. figurative language Recognise the viewpoint of the author Make connections between texts in terms of plot, similar characters, same author etc.</p> <p>Being a Researcher Distinguish between fact and opinion in order to verify the accuracy and reliability of information Appraise the usefulness of a text for a task Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p>	<p>Planning, Composing and Evaluating Generate ideas for their writing Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Create writing which is organised, imaginative and clear Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes Write in the style of an author or poet who has been studied Write a satisfying ending Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 4)</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Use adverbs to express frequency e.g. often and manner e.g. loudly Identify and recognise adverbial phrases and clauses Use fronted adverbials Use commas to mark off fronted adverbials Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was Fully understand the difference between plural and possessive s Use apostrophes to show plural possession e.g. The boys' house</p>	<p>Spelling Use a dictionary to check words Investigate spelling patterns and conventions Use etymology to aid spelling Spell words with the -tion ending Spell words with the -sion ending Spell words with the -ssion ending Spell words with the -cian ending Add suffixes to words ending in -f, -ff, -ve and -fe Spell more common homophones Spell plural words with possessive apostrophes e.g. girls', children's Spell the words exercise, experience, experiment, extreme, favourite, mention, occasion (ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Improve the quality of handwriting by tackling any issues consistently Present on-screen texts which will appeal to the reader</p>