

Year 4 Curriculum Term 5

Topic Title: Water World

English

In English this term we will be reading a wonderful book full of short stories called 'Tales of Wisdom and Wonder'. The book contains traditional tales from countries around the world retold by the author Hugh Lipton.

We will begin by studying play scripts and learning the skills needed to write them; using the structure of a play script, writing narration in the past tense and writing stage directions in present tense. The children will learn to make effective verb and adverb choices to command the actors on the stage and to infer emotion. Throughout this unit of learning, the children will turn one of the stories from 'Tales of Wisdom and Wonder' into a play script as well as exploring other play scripts and acting them out in groups.

We will also be learning how to describe settings and characters from stories set in different cultures. We will choose ambitious adjectives to describe nouns in our setting and character descriptions and organise these into expanded noun phrases. We will rewrite action from the stories we read, choosing verbs and adverbs carefully to move the action on. We will construct both compound and complex sentences, ensuring we punctuate these accurately. We will learn to use a range of fronted adverbials to start our sentences. We will learn to organise our ideas into paragraphs. We will use dialogue accurately when appropriate in our descriptions.

We will finish the term by reading a spooky story called 'The Watertower' by Gary Crew. The Watertower is a story about two boys that live in a small town that has a mysterious water tower. This book has beautiful illustrations to go along with a very descriptive text. We will be using the story to learn how to build suspense and tension in our narrative writing. The children will learn to use correct tense and verb forms; maintaining the past tense and 1st or 3rd person as appropriate. The children will rewrite the narrative as a 5-part story. They will include some dialogue (accurately punctuated) or character interaction and narrator viewpoint that infers information about a character and/or event.

Maths

Number and place value

To understand the history of different numeration systems.

To read and understand Roman numerals up to 100.

To understand the place value of decimals and fractions.

Recognise and describe number sequences, describing the rule for continuing to a given term e.g. 2.5, 2.75, 3.

Addition and subtraction

To add and subtract decimals up to 2 decimal places (including amounts of money).

Solve one step addition word problems with decimals.

To use the bar model to solve 2 step word problems involving addition and subtraction.

Multiplication and division

To multiply 2-digit by 2-digit (written column method)

To use the distributive law: $32 \times 3 = (30 \times 3) + (2 \times 3) = 90 + 6 = 96$

To solve 2 step word problems involving division.

To solve problems using scaling.

Multiplication and division

To solve 2-step problems involving multiplication.

To recognise factors of a number.

To identify square numbers up to 100.

To know prime numbers up to 20.

To multiply decimals.

Fractions, decimals and percentages

To connect fractions, decimals and measures (using a number line)

To use the bar model to help solve problems involving fractions.

Geometry – position and direction

Describe movements between positions as translations (left, right, up, down)

To draw a polygon (plot specified points and draw sides to complete a given polygon).

To draw a pair of axes.

To use coordinate plotting ICT tools.

R.E.

Buddhist Festivals

PSHE

<p>This term:</p> <ul style="list-style-type: none"> • We will find out about the religion Buddhism, what they believe in and what is important to them. • We will find out about the most important Buddhist festival called Vesak. This is the day that Buddhists celebrate the Buddha's birth, enlightenment and death. We will learn about what Buddhists do to celebrate Vesak. • We will learn about The Ploughing Festival. This festival celebrates the start of the rice growing season and another important moment in the Buddha's life. We will find out about the 4 Noble Truths that Buddhists believe in. • We will learn about the Buddhist festival called Loy Krathong and we will make Loy Krathong baskets that we can take home and try and float on water just as Buddhists do during this festival. 	<p>Our PSHE project is 'Be Here, Be You, Belong' with the theme of acceptance. We will be learning about valuing ourselves and our own identities and exploring character strengths. We will then learn about safe relationships before moving on to further learning on our own emotions and how to regulate successfully to build our resilience. There will be a whole school celebration of this learning on Friday 24th May on the field at 2:15 – our Be Here, Be You, Belong Parade that parents are warmly invited to attend.</p>
<p>Art Painting</p> <p>This term, we will be covering these learning objectives: To be able to mix tertiary colours. To know how different colours affect our mood/feelings. To be able to compare/contrast two painting with separate moods. To be able to experiment with the styles used by other artists. To be able to explain some of the features of art from historical periods. Key vocabulary: <i>colour match, apply, detail, effect, monochromatic colour, resist, still life, theme</i></p>	<p>Music</p> <p>This term we will further our learning on pitch notation, with the extension of the stave notation. We will be using xylophones to play tunes in full major scale.</p>
<p>French</p> <p>In this unit, we will be learning how to translate items of clothing between French and English. We will then develop our understanding by beginning to describe these with colours using the sentence stem 'J'ai'. We will then move on to describe our school uniform using the phrase 'Je porte'. We will then finish our learning with a fashion show, where we will model our favourite clothes and describe them verbally in French.</p>	<p>P.E.</p> <p>Throughout term 2, we will be focusing on invasion games and dance. During invasion games, we will be exploring how to make attacking and defensive movements in hockey, rugby and football. During our dance lessons, we will be exploring movement ideas using simple movements, learning to create routines using a dance phrase or phrases, developing motifs and learning to edit and improve a routine using dynamic qualities.</p>
Thematic Curriculum	
Topic Title:	Water World
Big Question:	Is water changing our lives?

Blurb overview:	In this theme, we will be learning about the vital role water plays in our lives. In science we will learn about the water cycle, looking at the roles that condensation and evaporation play. We will also learn about states of matter, comparing solids, liquids and gases. In Geography, we will learn about rivers and their impact on the lives of those surrounding them.	
Celebration of Learning	Local visit to sandwich: River Fieldwork	
Text Links	Journey to the river sea	
Oracy End Point:	Class discussion: Debate: Would you want to live by a river and why?	Physical: Use pauses for effect in presentational talk. Linguistic: Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain Cognitive: Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event Social and Emotional: Use more natural and subtle prompts for turn taking
Science		
Substantive Knowledge		Disciplinary Knowledge
<ul style="list-style-type: none"> • To know how to compare and group materials together, according to whether they are solids, liquids or gases. • To know that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). • To know the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • To know some of the effects of acidity on a range of rocks 		<ul style="list-style-type: none"> • To know that that relevant scientific questions need to be asked and answered through different types of scientific enquiries.
Geography		
Substantive Knowledge		Disciplinary Knowledge
<ul style="list-style-type: none"> • Know how to name and locate the main rivers in the UK • Know how to name four countries from the northern hemisphere • Know how to name and locate at least eight major capital cities across the world • To know how to explain why people choose to live near rivers • Know how to explain why most cities are located by a river • To know how to describe how the River Thames impacts types on settlement and land use and how these effect economic activity and trade links • To know what happens within the water cycle 		<ul style="list-style-type: none"> • Know how to use graphs to record features such as temperature or rainfall across the world • To know how to describe the key aspects of human geography, including settlement and land use • To know Human geography, including economic activity, can be affected by the distribution of natural resources including energy
Cultural Capital		
<ul style="list-style-type: none"> • Expanding their knowledge of cities and rivers from around the world and considering how they are similar and different to England. 		

Weekly Overview

Week 1	<p>Lesson 1 – We will make and set up our rain gauges to collect water ready for our geography lesson in week 4 of term. We will check the rain gauges every school day to see how much rain has fallen that day and record this as a class.</p> <p>Lesson 2 - PSHE – Acceptance - I am I, You are You, We are We – recognise my individuality and my personal qualities. We will find out about the 24 character strengths and write ourself compliments about our character.</p> <p>GEOGRAPHY</p> <p>Lesson 3 – Locate and name the main rivers of the UK. Know why people choose to live near rivers. In our first lesson of our new theme, we will be studying a map of the UK and identifying and naming its main rivers – the Thames, Seven, Mersey, Tyne and Trent rivers. We will find out that throughout history, people have settled near rivers (referring to the Ancient Egyptians that we studied early in the year and the River Nile). We will discover that rivers provide good access to water, the soil next to the river is fertile for growing crops and the river can be used for transporting goods and people.</p> <p>Lesson 4 – Name countries and capital cities of the World. In this session, we will be locating countries on a World Map and labelling their capital cities and the most famous rivers of the World such as the Nile, Mississippi, Amazon, Ganges and Yangtze rivers. As an extension to this, some children will recap our previous learning and label oceans and seas, the equator, the Northern and Southern hemispheres and the tropics of Cancer and Capricorn.</p>
Week 2	<p>Lesson 1 – PSHE – Acceptance - I am Valued, You are Valued, We are Valued – IALT identify my personal strength, skills and achievements. We will create a diamond 9 of our characteristics as an art activity with a colourful background and black bold words (this links with art).</p> <p>GEOGRAPHY – The River Thames</p> <p>Lesson 2 – Describe how a river impacts settlements, land use, economy and trade. Following on from our first lesson about rivers last week, we will find out why people settled by the Thames river and why people continue to live there today. We will find out about how the land around the River Thames is used, and about how the Thames effects the economy of London and the trade taking place there.</p> <ul style="list-style-type: none">• <i>To know how to describe the key aspects of human geography, including settlement and land use.</i> <p>Lesson 3 – Describe how humans are affected by the distribution of natural resources. In this session, we will find out about how water can be used as a renewable source of energy known as hydroelectric power. The children will learn what renewable and non-renewable energy sources mean. We will find out about ‘Reading Hydro’ which is a hydroelectric scheme on the river Thames in Reading that can generate electricity for the community with its twin turbines. Now that the children have learnt all about why people live by rivers, they will work in groups to prepare and present a talk entitled ‘Would you want to live by a river and why (see oracy focus above).</p> <ul style="list-style-type: none">• <i>To know Human geography, including economic activity, can be affected by the distribution of natural resources including energy</i>
Week 3	<p>Lesson 1 – PSHE – Acceptance - I am Loved, You are Loved, We are Loved – IALT recognise that there are different types of loving relationships. In this lesson, we will choose a song that represents being loved, loving yourself and your individuality. We will listen to the song carefully and explore the lyrics, and then use drama, art or dance to represent the song.</p> <p>SCIENCE</p> <p>Lesson 2 – Identify and describe solids, liquids and gases. In this lesson, we will look at the difference between the particles in each state of matter. The children will move around in groups to represent the particles in each state of matter. We will draw pictures of the particles in each of the 3 states of matter and label with explanation sentences. We will also learn to know whether common materials are solids, liquids or gases.</p> <p>Lesson 3 – Observe and describe materials changing state. (measure or research the temperature at which materials change state in degrees Celcius). In this session, the children will carry out an investigation to answer the question – At what temperature does butter melt? They will</p>

	<p>make careful observations and measure the temperature at which butter melts in degrees Celsius (°C) using thermometers. To extend this learning, some children will conduct research to find out the temperature at which other materials change state e.g. when they freeze, melt or evaporate. We will also find out that some changes of state are reversible whereas some are irreversible.</p> <p>• <i>To know that that relevant scientific questions need to be asked and answered through different types of scientific enquiries.</i></p>
Week 4	<p>Lesson 1 – PSHE – Acceptance - I am Safe, You are Safe, We are Safe – IALT know how to recognise if relationships are making me feel unhappy or unsafe and know how to seek help. In this lesson, we will explore these questions: What do I need to feel safe? What do other people need from me to feel safe? What is a safe relationship? SCIENCE Lesson 2 – Know the part played by evaporation and condensation in the water cycle. We will draw, label and colour the water cycle, labelling evaporation, condensation and precipitation. As an extension to this, some of us will explain the part these changes of state play in the water cycle. We will then prepare mini water cycle experiments in small plastic bags to stick on our class windows. Lesson 3 – Answer scientific questions through investigation. In this lesson, the children will carry out an investigation to find out if the rate of evaporation (how quickly water evaporates) is linked to the temperature in the room. They will set up 3 sets of cups with the same amount of water in, in 3 different places – in the classroom, in the conservatory on top of the lockers (hopefully it will get hot there in the sun) and in the fridge. We will leave the cups of water for a week and then see how much water has evaporated from each cup. We will discuss how we will keep this investigation a fair test. • <i>To know that that relevant scientific questions need to be asked and answered through different types of scientific enquiries.</i></p>
Week 5	<p>Lesson 1 – PSHE – Acceptance - Resilience = Empathy, Compassion – IALT listen and respond respectfully to a wide range of people. In this session, we will revisit the Zones of Regulation Zones and start to name more complex emotions and find commonality in experiences: worried, anxious, frustrated, agitated, unsure, stressed. We will explore when we can't name an emotion – explaining and using term CODE RED – children can use this as a term to explain that they need time to regulate before they can explain or name emotions. We will think about how to respond when someone says Code Red to you – with empathy and compassion. GEOGRAPHY Lesson 2 – Use graphs to record rainfall. Using the data the children have been collecting since week 1 (see above), we will draw line graphs to show the change in rainfall over the 4 weeks. • <i>Know how to use graphs to record features such as temperature or rainfall across the world</i> SCIENCE Lesson 3 – We will begin this lesson by checking our water cups that we set up in our investigation last week. We will check if any water has evaporated and write up our results. Know some of the effects of acidity on a range of rocks. In this lesson, we will learn about acid rain and the effects it can have on rocks. We will find out that acid rain erodes away the rock's surface and we will look at photos that evidence this. • <i>To know that that relevant scientific questions need to be asked and answered through different types of scientific enquiries.</i></p>
Week 6	<p>PSHE - Be here, be you, belong parade RE – Buddhism Lesson 1 – In our first lesson, we will find out about the religion Buddhism, what they believe in and what is important to them. Lesson 2 – In this lesson, we will find out about the most important Buddhist festival called Vesak. This is the day that Buddhists celebrate the Buddha's birth, enlightenment and death. We will learn about what Buddhists do to celebrate Vesak.</p>

Lesson 3 – Next, we will learn about The Ploughing Festival. This festival celebrates the start of the rice growing season and another important moment in the Buddha's life. We will find out about the 4 Noble Truths that Buddhists believe in.

Lesson 4 – In our last lesson, we will learn about the Buddhist festival called Loy Krathong and we will make Loy Krathong baskets that we can take home and try and float on water just as Buddhists do during this festival.