

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.

R.E.

This term, students will learn about the principles of Buddhism. We will learn to:

- gather ideas about the religion
- explore the significance of offerings made during Vesak
- examine how significant events in the life of the Buddha are celebrated.

Maths

Geometry – position and direction

To recognise that two right angles make a half turn, three make three quarters and four complete

To describe position on a 2-D grid as co-ordinates (2,5)

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

Geometry – properties of shape

To identify acute and obtuse angles

To compare and order angles up to two right angles, by size

To compare length and angles to decide if a polygon is regular or irregular

Number and place value

To understand the history of different numeration systems and how they have changed to include the concept of 0 and place value

To read and understand Roman numerals up to 100

To understand the place value of decimals and fractions

Addition and subtraction

To add and subtract decimal numbers with up to 2 decimal places using formal column written method

Solve one step addition word problems with decimals

To use the bar model to solve 2 step word problems involving addition and subtraction, deciding which operations and methods to use and why

Multiplication

To multiply decimals

To recognise factors and multiples of a number

To recognise square numbers up to 100

To recognise prime numbers up to 20

Problem solving: Trial and Improvement

PSHE

Be here, Be you, Belong - Acceptance

This term we will spend one afternoon a week for five weeks on Be here, Be You, belong – focussing on ACCEPTANCE. We will learn about neurodiversity and about the importance of accepting people for who they are. We will learn about what makes us feel safe in our relationships with other people. Our term of learning will finish with an amazing parade where we will show our individuality and enjoy being ourselves.

<p>Art Next term in art, we will embark on an exciting exploration of clay. We will use and experiment with various mark-making tools, while also studying notable artists who create clay sculptures to replicate their techniques. We will develop skills in pressing shapes into clay, engraving textures with tools, and using sketchbooks to plan their ideas. Additionally, we will learn the coiling technique and create a slip to effectively join pieces of clay, enhancing their artistic abilities and creativity.</p>		<p>Music 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 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. Throughout term 5, we will be learning about multicultural and disability sports. We will be looking at sports such as, boccia, American football, sitting volleyball and Tchoukball. We will be concentrating on how and why adaptations are made through these different sports.</p>
<p>Computing This term we will be exploring photo editing. We will explore how to change the composition of a digital image and to describe how images can be changed for different purposes. We will learn to recognise that not all images are real and will be evaluating changes that have been made to images.</p>		
<p>Thematic Curriculum</p>		
Topic Title:	Water World	
Golden Thread:	Understanding the world and People and Places	
Prior Knowledge:	Within Understanding of the World in Science, during year 2 children learnt about different solid materials and sorted them based on their simple properties, for example, if objects were hard, soft, rough or smooth. During year 3, the children then also looked at the properties of different rocks, describing and sorting them. Within People and Places, during year 3 the children the children learnt about human geography in terms of settlements and land use, as well as the topographical features of their local area.	
Big Question:	Is it best to live near a water source?	
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
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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. <p>-To know about the work of past and present scientists: Past - Anders Celsius Present - Yuan Daoxian</p>	<ul style="list-style-type: none"> -making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -setting up simple practical enquiries, comparative and fair tests - start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -know what variables are and begin to suggest ways to control them - recognise when a simple fair test is necessary and help to decide how to set it up

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

Cultural Knowledge: To know some of the main rivers in the UK and the importance of Rivers for settlements and trade.
Cultural experience: Visiting local river to see first-hand it's features.

Weekly Overview

Week 1	Lesson 1 – PSHE - Be here, Be you, Belong – Acceptance - I am I You are You We are We In this lesson, we will read ‘The Huey’s in the new jumper’ by Oliver Jeffers. The children will find out that it is boring for everybody to look the same and that is why the Hueys in the story all make sure they have a different jumper so they can all be different and stand out from the crowd.
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	<p>We will consider these key questions; What would you like your jumper to look like? Would they be the same as everyone else's? Do you have to be the same? Why are we the same at school? – links to being safe and belonging 'Chilton'.</p> <p>GEOGRAPHY</p> <p>Lesson 2 – IALT locate significant points on a map. In our first lesson of our new theme, we will be studying maps of the UK and the World. On the map of the UK, we will identify and name its main rivers – the Thames, Seven, Mersey, Tyne and Trent rivers. On the World map, we will be locating countries and labelling their capital cities and the most famous rivers of the World such as the Nile, Mississippi, Amazon, Ganges and Yangtze rivers. We will also look at the Tigris and Euphrates rivers that we learnt about in our last theme. 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> <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 <p>Lesson 3 - IALT know why people choose to live near 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 and Baghdad in the Golden Age of Islam). 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> <ul style="list-style-type: none"> • To know how to explain why people choose to live near rivers • Know how to explain why most cities are located by a river
Week 2	<p>Lesson 1 – PSHE - <u>Be here, Be you, Belong</u> – Acceptance - I am Valued You are Valued We are Valued</p> <p>In our second PSHE lesson, we will design their own 'Hueys' jumper and learn more about how differences are valued at school and in the wider World.</p> <p>GEOGRAPHY</p> <p>Lesson 2 - IALT 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"> • To know how to describe the key aspects of human geography, including settlement and land use. <p>Lesson 3 – IALT 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.</p> <ul style="list-style-type: none"> • To know Human geography, including economic activity, can be affected by the distribution of natural resources including energy 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).
Week 3	<p>Lesson 1 – PSHE - <u>Be here, Be you, Belong</u> – Acceptance - I am Loved You are Loved We are Loved</p> <p>This week we will explore the Book "Be inclusive" and the children will learn about neurodiversity's. They will find out what it means to be neurodiverse. We will explore the importance of acceptance of people for who they are. We will consider how the boy in the story makes the girl feel safe and loved and think about how it feels when someone loves you for you. The children will create individual puzzle pieces that represent</p>

	<p>themselves and then we will collaborate by joining them up on the floor. We will discuss what they love about each other's individual puzzle piece.</p> <p>SCIENCE</p> <p>Lesson 2 - IALT 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> <ul style="list-style-type: none"> • <i>To know how to compare and group materials together, according to whether they are solids, liquids or gases</i> <p>Lesson 3 – IALT 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 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> <ul style="list-style-type: none"> • <i>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).</i> • <i>To know that that relevant scientific questions need to be asked and answered through different types of scientific enquiries.</i>
Week 4	<p>Lesson 1 – PSHE - I am Safe You are Safe We are Safe</p> <p>In this lesson we will discuss these key questions; What do I need to feel safe? What do other people need from me to feel safe? What is a safe relationship?</p> <p>SCIENCE/GEOGRAPHY</p> <p>Lesson 2 – IALT 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.</p> <ul style="list-style-type: none"> • <i>To know the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</i> • <i>To know what happens within the water cycle</i> <p>Lesson 3 – IALT 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.</p> <ul style="list-style-type: none"> • <i>To know that that relevant scientific questions need to be asked and answered through different types of scientific enquiries.</i> <p>THEMATIC QUIZ</p>
Week 5	<p>RE week - Buddhism</p> <p>Lesson 1 – In our first lesson, we will find out about the religion Buddhism, what they believe in and what is important to them.</p> <p>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> <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.</p>

Leeson 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.

Friday afternoon – PSHE - **I belong, You belong, We belong**

The children will take part in a circle time before the parade about belonging. We will discuss how we all belong in our Viking/Chilton Community and ask the question, ‘What makes us special as a whole?’ We will then take part in our Be here, be you, belong parade with the whole school.