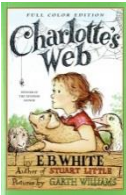


Curriculum Information

Term: Spring Term 4 Class/Year Group: 4



Inspiration/Theme: Where does food come from?	Curriculum Driver: English	Outcome of learning: Poetry / Persuasion	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
 <p style="text-align: center;">Charlotte's Web by E. B. White</p> <p>Reading Skills</p> <ul style="list-style-type: none"> Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these. Inferring thoughts and feelings of a character. Predicting what might happen from details stated and implied. <p>Poetry Spine</p> <ul style="list-style-type: none"> 'Hedgehog' by Paul Muldoon 'F for Fox' by Carol Ann Duffy 	<p><u>Hook/Super Starter</u> Farm trip</p> <p><u>Trips/Visitors/Marvellous Middle</u> Asda visitor – discussion about where food comes from; different fruits etc.</p> <p><u>Celebration/Fabulous Finish</u> Café – snack and story with parents</p>	<p>Food gallery – café</p> <p>Adverts</p> <p>Poetry</p>	<p>The language of retelling In the beginning..... Subsequently..... I remember that..... With hindsight..... Reflecting upon... In the event that..... Lastly..... In the end..... To conclude / In conclusion / To sum up.....</p> <p>The language of deduction In conclusion, I would say that...due to the fact that... My results make me think that....because..... Having analysed the data, I conclude that.....</p> <p>The language of argument An argument foris..... because..... and.... An argument against is....because.....and.... I understand.... that....depending on the content but would argue.... I understand your point of view, however I disagree because.....</p>
Topic Table Display	Book corner	Home Learning	
<p><u>Key questions</u> What if no one ate meat? Would you stand up for what you believe in?</p> <p><u>Key images/artefacts</u> Spider webs, food packaging for determining content and where it may have come from</p> <p><u>Key vocabulary</u> Flow chart, classification keys, environment, herbivores, omnivores, carnivores, vertebrates, invertebrates, adapting, groupings</p>	<p><u>Key questions</u> How would you persuade someone to do something that you believed strongly in? How do you feel about eating meat?</p> <p><u>Key images / artefacts</u> Quotes from the book, pictures related to the book, map showing trade links</p> <p><u>Key vocabulary</u> Advert, slogan, persuasion, rhetorical questions, alliteration, pronouns, exaggeration, benefits, facts, opinions, poetic devices, adjectives, rhythm, rhyme</p>	<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.</p> <p>Log on to Times Table Rockstars and practise the 6, 7 9, 11 and 12 times table (as well as the others!).</p> <p><u>Super Six:</u> Research facts about a farm animal, create an illustration of a character, investigate whether an egg floats, make a healthy snack, list foods from a farm, create maths sentences.</p>	

English	Maths	Science	PE
<p><u>Key Learning:</u> To apply poetic devices. To use persuasive techniques to write an advert.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas • Draft and write by: <ul style="list-style-type: none"> - Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures <p><u>Key vocabulary:</u> Advert, slogan, persuasion, rhetorical questions, alliteration, pronouns, exaggeration, benefits, facts, opinions, poetic devices, adjectives, rhythm, rhyme</p>	<p><u>Key learning:</u> To tell the time. To identify fractions and decimals</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • To tell the time on a 24 hour clock • To solve time problems • To further understanding of fractions and decimals <p><u>Key vocabulary:</u> Time, 24 hour clock, later, earlier, hours, minutes, seconds, duration, tenths, hundredths, decimals, fractions, comparing, ordering</p>	<p><u>Key learning:</u> Classification keys for a range of animals Create a flow chart on the computer</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Identify and name a variety of living things in the local and wider environment, using classification keys to assign them to groups • Recognise that environments can change and that this can sometimes pose dangers to living things • Recognise that living things can be grouped in a variety of ways <p><u>Key vocabulary:</u> Flow chart, classification keys, environment, herbivores, omnivores, carnivores, vertebrates, invertebrates, adapting, groupings</p>	<p><u>Key learning:</u> The children will learn skills associated with netball.</p> <p><u>Key Skills:</u> Physical literacy</p> <ul style="list-style-type: none"> • Throw: perform a correct technique for over arm throw using 1 hand. Accurate direction and varying distance Improving performance • Accept and act on feedback from others
Geography	History	Computing	DT
<p><u>Key learning:</u> To understand the meaning of economic activity and trade links</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Identify types of settlement and land use • Use maps, atlases, globes and computer mapping to locate countries • To develop understanding of Fair Trade <p><u>Key vocabulary:</u> Economic activity, fair trade, trade links, settlements, consumption, air-miles, export, import</p>		<p><u>Key learning:</u> To know how to keep themselves safe online</p> <p><u>Key Skills:</u> To be able to:</p> <ul style="list-style-type: none"> • Keep sensitive information private • Consider language use online to keep safe • Develop effective search skills 	<p><u>Key learning:</u> To create a healthy snack</p> <p><u>Key Skills:</u> To be able to:</p> <ul style="list-style-type: none"> • Generate and develop ideas • Prepare and cook using appropriate ingredients and equipment • Evaluate and improve design

PSHE	RE	MFL	Art	Music
<p><u>Key learning:</u> To know what can influence how people spend and save.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Understand what influences people to spend and are • Recognise that people are capable of making own lifestyle choices • To develop understanding of where money comes from 	<p><u>Key learning:</u> To know religious words and phrases linked to Christianity and identify key aspects of Jesus' life and teachings</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Suggest a meaning from a story from Jesus • Develop religious vocabulary such as resurrection, forgiveness • Describe different interpretations of Jesus' teaching 	<p><u>Key learning:</u></p> <ul style="list-style-type: none"> • To write a description of a character <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Listen to and respond to a story • Rehearse the parts of the body • Learn to read, say and understand different colour names • Be able to use some adjectives to describe size <p><u>Key vocabulary</u> La tête, l'épaules, le genou, le pied, la jambe, le bras, douze Rouge, le mouton, le chou, rouge bleu, vert, jaune, noir, blanc, marron, rose, violet, orange, clair, foncé, touches, quelque chose de</p>		<p><u>Key learning:</u></p> <ul style="list-style-type: none"> • To know how to create a new composition, using the app Garage Band on the iPads <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Layer rhythms • Choose loops that fit together • Create simple chord sequences • Share performances and review and evaluate together.