

Curriculum Information

Term: Summer Term 5 Class/Year Group: Year 4



Inspiration/Theme: What needs to happen to force change?		Curriculum Driver: English	Outcome of learning: Journey story inspired by The Firework Maker's Daughter	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames	
<p>The Firework Maker's Daughter</p> <p>Philip Pullman</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"> Adventures of Isabel by Ogden Nash How to get there by Bonnie Nims 	<p><u>Hook/Super Starter</u> Read/retell the beginning of Firework Makers daughter and make 'lava lamps'</p> <p><u>Trips/Visitors/Marvellous Middle</u> Make a working volcano using papier-mâché.</p> <p><u>Celebration/Fabulous Finish</u> Story sharing with Year 2</p>	<p>Journey stories will be published, displayed in the classroom and collated into a floor book to share with the year 2s.</p> <p>The reading area will display a variety of journey and adventure stories, including recommendations from the children.</p> <p>Learning wall and washing line of shared writing linked to the unit.</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 describing It looks/feels/tastes/sounds/smells like</p> <p>It appears to be.....because..... It seems to be like.....because..... I think it looks like.....because..... It reminds me of.....because..... In comparison to.....</p>	
Topic Table Display	Book corner	Home Learning		
<p><u>Key questions</u> How is a volcano formed? What is a state of matter? What are things made of? What characterises a liquid? Solid? Gas?</p> <p><u>Key images/artefacts</u> Fireworks, images of jungle animals, recipes</p> <p><u>Key vocabulary</u> Solid, liquid, gas, matter, particle, volcano, crater, lava, crust, core, magma, strata</p>	<p><u>Key questions</u> Where is Mount Merapi? Can you find it on a map or Atlas? Explain how to make a firework. How does Lila feel when she is told no? (ch.1)</p> <p><u>Key images / artefacts</u> Firework workshop – jars/recipes Display 'lava lamps' made in super starter</p> <p>Indonesian jungle</p> <p><u>Key vocabulary</u> Indonesia, Mount Merapi, volcano, sacred, crackle-dragon and other types of firework, Grotto, talent, courage, luck</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> Investigate how a liquid changes into a gas, presentation on what makes you unique, design a firework, describe a mythical creature, plan an adventure you'd like to go on, make a volcano</p>		

English	Maths	Science	PE
<p>Key Learning: To write a letter to the character's father. To write a journey story which shows the application of paragraphing.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Create paragraphs in narrative • Apostrophes for possession and contractions • Use speech punctuation • Maintain tense throughout • Maintain person/character <p>Key vocabulary: Infer, predict, paragraphs, characters, audience, purpose, speech marks, prepositions, adjectives, noun phrases</p>	<p>Key learning: To develop understanding of money. To develop understanding of mass and volume.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Convert pounds to pence • Round money to the nearest £ • Estimate amounts and totals of money • Apply skills to problem solving • Calculate change <p>Key vocabulary: £, pence, currency, rounding, estimating, change, bar model,</p>	<p>Key learning: To complete an investigation into changes of state (solid, liquid, gas)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To control variables • Children will learn how to identify how changes of state occur and what needs to happen to force the change • Explain and describe states of matter <p>Key vocabulary: Solid, liquid, gas, matter, particle,</p>	<p>Key learning: The children will learn skills associated with athletics</p> <p>Key Skills: Physical literacy</p> <ul style="list-style-type: none"> • Running: perform correct arm and leg action for a varying speed and distance run. • Throwing: perform a correct technique for over arm throw using 1 hand. Accurate direction and varying distance. • Competing: Smile even when I don't win and be pleased for others • Healthy, Active, Safe Lifestyles: Know how often and for how long I should exercise to be healthy. • Know how to record and monitor how I am working including taking my own pulse.
Geography	History	Computing	DT
<p>Key learning: Describe and understand key aspects of physical geography, including volcanos and what they are.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Asking enquiry questions about physical properties of the earth • Identify location of volcanoes around the world <p>Key vocabulary: crater, lava, crust, core, magma, strata, tectonic plates, cross-section, mantle,</p>			

PSHE	RE	MFL	Art	Music
<p><u>Key learning:</u> Consider the different types of relationships we have with other people. What makes me ME!</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); • Give examples of features of these different types of relationships. • Identify ways in which everyone is unique • Appreciate their own uniqueness • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. 	<p><u>Key learning:</u> To develop understanding of why journeys and places are special</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Understand: <ul style="list-style-type: none"> - Jewish special places - Christian holy land - Pilgrimages - Mecca <p><u>Key vocabulary</u> Pilgrimages, holy, pilgrim, Catholic, Protestant, synagogue, mosque, church, temple, gurdwara, kabah, hajj, forgiveness, worship, prayer</p>	<p><u>Key learning:</u> To identify adjectival agreement with the noun it is describing; to recognise and apply the rule.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Follow short familiar text identifying common spelling patterns • Write simple words and phrases using a model and some words from memory. • Read and memorise words. <p><u>Key vocabulary</u> Grand(e), petit(e), le nez, la bouche, les dents, les cheveux, les yeux, les oreilles, la jambe, le bras, la tête, le genou, le pied, Jacques a dit, touchez</p>	<p><u>Key learning:</u> To use tiles to create a print</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Visual Elements: - Pattern with recap on line and colour • Art Processes: - Create a tile to develop a print • Artistic Inspiration: Ancient Egyptian art and hieroglyphics <p><u>Key vocabulary</u> Tiles, printing, batik, pattern, roller, texture, line</p>	<p><u>Key learning:</u> To know how to create a new composition, using the app Garage Band on the iPads</p> <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. <p><u>Key vocabulary</u> Rhythm, texture, tempo, volume, beat, layer, chord, sequences, evaluate</p>