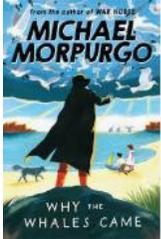


Curriculum Information

Term: Summer Term 6 Class/Year Group: 4



Inspiration/Theme: Why The Whales Came		Curriculum Driver: Science DT and English		Outcome of learning: Write a newspaper article and argument based on 'Why the Whales Came' and create a working lighthouse.	
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes	
<p>Why the Whales Came By Michael Morpurgo</p>  <p>Reading Skills</p> <ul style="list-style-type: none"> Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising these <p>Poetry Spine I adore Year 3 by Carol Anne Duffy A child's thought by Robert Louis Stevenson</p>		<p>Hook/Super Starter Build a boat challenge – wind powered Go to the brook to 'race' Time between 2 points of the river (TM) Build a boat challenge – Can it float? (CM/RM)</p> <p>Trips/Visitors/Marvellous Middle Residential (TM/RM)</p> <p>CM/RM to share their Oxenwood experiences using Google Classroom</p> <p>Celebration/Fabulous Finish Showcase of learning for parents</p>		<p>Children's writing to be displayed after publishing on Topic board in corridor as examples for next year's Year 4.</p> <p>Reading Area to have a variety of books on display to encourage reading</p>	
Topic Table Display		Book corner		Home Learning	
<p>Key questions What is electricity? Which of these does not conduct electricity? What is an insulator? Why is it dangerous to plug something in when it is wet? How many things do you use at home that need electricity?</p> <p>Key images/artefacts Electrical items, circuitry, batteries, cells, map showing grid references</p> <p>Key vocabulary Electricity, circuit, battery, wire, positive, negative, electrodes</p>		<ul style="list-style-type: none"> Lighthouses Quotes from text Recommended reads from spine Whales information texts 		<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>Super Six: Diary entry, locate the Isles of Scilly, draw a picture of the Birdman, book review, write a postcard, Saxon loom weaving.</p>	
				<p>The language of describing It looks/feels/tastes/sounds/smells like 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> <p>The Language of Argument An argument foris.... because.... and.... An argument against is....because....and.... I understand your point of view, however I disagree because..... In my opinion..... Perhaps some people would argue that However, I would point out that.... It is clear that... On the one hand.....but..... I am convinced that..... Given that.....</p>	

English	Maths	Science	PE
<p>Key Learning: To identify and apply key features of a good argument. To apply newspaper report toolkit to own writing.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identify how authors use language for description Identify features of a good persuasive argument Identify features of a good newspaper report Learn to say a newspaper report (T4W) Assess the effectiveness of their own and others' writing and suggesting improvements Select effective vocabulary to compose poetic sentences <p>Key vocabulary: rhetorical question, persuasive devices, paragraphs, facts, opinions, exaggeration, debate, direct speech, reported speech, introduction</p>	<p>Key learning: Children will have an understanding of geometry, position and movement as well as Roman Numerals</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Name and compare angles Classify triangles and quadrilaterals. Explore symmetry and symmetrical figures Draw lines of symmetry on shapes. Describe the positions of objects Learn how to describe positions on grids using coordinates Introduce the x and y axes and build an understanding of how coordinates are written. Learn how to translate shapes using the terms 'left', 'right', 'upwards' and 'downwards' 	<p>Key Learning: Children will complete circuits and will investigate materials that are conductors and those that are insulators.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To identify if a circuit is complete or not To describe materials that are insulators and conductors or electricity To identify components of a simple circuit <p>Key vocabulary: Bulb, cell, wire, insulator, conductor, metal, LED, buzzer, voltage, motor</p>	<p>Key Learning: To throw and catch accurately through cricket</p> <p>Key Skills: Physical literacy Catch:</p> <ul style="list-style-type: none"> To combine catching with running/jumping/bending. (E.g. fielding skills.) <p>Equipment:</p> <ul style="list-style-type: none"> Consistently make contact, vary direction and power and combine with movement e.g. running. <p>Competing</p> <ul style="list-style-type: none"> Players compete in their own playing area <p>Healthy, Active, Safe Lifestyles</p> <ul style="list-style-type: none"> I have a good understanding of making healthy lifestyle choices.
Geography	History	Computing	DT
<p>Key Learning: To be able to describe locations on a map using a four figure grid reference</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To use four figure grid references (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>Key vocabulary: Grid reference, ordnance, survey</p>	<p>Key Learning: Create a timeline and ask questions about artefacts. Present their findings to explain how the Saxons have influenced Britain and modern life.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Understand who the Anglo Saxons were and why they invaded Britain Understand the struggle of power up until the time of Edward the Successor Use a primary and secondary sources <p>Key vocabulary: Saxon, angle, invasion, settlement, Jute, Dane, Edington, battle</p>	<p>Key Learning: Dismantle physical systems, E.G, radio, mobile phone etc.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Understand basic components Understand how it connects to the internet Difference between internet and www <p>Key vocabulary: Internet, component, connects, data, worldwide web</p>	<p>Key Learning: Design and create a lighthouse, made from wood, including an electric circuit</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Generate and develop ideas through discussion and annotated sketches Select from a range of tools and equipment to perform tasks such as cutting, shaping, joining and finishing beginning to focus on accuracy Carry out simple tests and evaluate the effectiveness of their products against the design criteria and consider how they could improve their work

PSHE	RE	MFL	Art	Music
<p><u>Key Learning:</u> Pupils to explore ways in which they can deal with change, loss and feelings SRE – Children will explore growth and change in our bodies.</p> <p><u>Key Skills:</u> Describe some of the changes that happen to people during their lives; Suggest people who may be able to help them deal with change. Identify parts of the bodies and recognise the changes that occur during puberty.</p>		<p><u>Key Learning:</u> To be able to describe who we have in our family</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Name different members of the family using “j’ai” and words from family and extended family • Ask and answer “Do you have brothers and sisters?” • Count to 40 		<p><u>Key Learning:</u> Compose a rap</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • to say words over a backing track rhythmically • perform together as a class • write our own lyrics that link to our class topic