

English

Reading - Key text:

The Ice Palace Robert Swindells
Everest by Alexandra Stewart
The Cloud Maker Film (Literacy Shed),

Reading: Word reading and comprehension

Reading skill focus -VIPERS (vocabulary, Inference, Prediction, Explanation, Retrieval, Summary)
Choosing own texts and sustained reading for pleasure.

Speaking and Listening: Acting and performing scenes from Ice Palace. Demonstrating understanding of key vocabulary

Writing Composition -

Narrative: looking at plots and structure of stories, creating a descriptive setting
Using Speech punctuation

Nonfiction: Writing explanations of different types of mountains and newspaper reports for Yeti sightings.

Spelling: Year 3 and 4 statutory spellings

Grammar: verbs, adverbs, conjunctions, fronted adverbials, expanded noun phrases

Emphasis on neat presentation and pride in all written work.

Art

To improve mastery of art and design techniques, including drawing with pencils and pastels.

To learn about great artists - Franz Marc

- Create abstract mountain animal pictures based on Franz Marc

Music

Use rhythm, pulse, and pitch to sing, play, rap, improvise and compose to the song "Stop"

Religious Education

Why do some people think that life is a journey and what significant experiences mark this?

Specific focus on baptism (Christianity), Sacred thread ceremony (Hinduism) and Bar/ Bat Mitzvah (Judaism)



Maths

Number: Multiplication and division-

Know all multiplication and division facts for all tables up to 12x12

Written and mental methods for multiplication and division

Measurement: Area - measuring and comparing area, understanding shapes

Number: fractions -

Understanding fractions, finding equivalent fractions, comparing fractions, adding and subtracting fractions and finding fractions of amounts.

Magnificent Mountains Curriculum Plan - Spring 1 2022

Year 4

Mrs Parashar

Design and Technology

Use a range of design skills to plan, make and evaluate a shoe box diorama showing key features of mountains and the water cycle. (skills of cutting, joining and finishing)

PSHE

Dreams and Goals - With the concept of climbing a mountain, consider personal goals and the steps needed to take to achieve them. Develop skills of perseverance and resilience. (Jigsaw scheme)

Spanish

Use of Language angels Scheme of learning

Physical Education

Team sports (football) - Sky Blues in the community
Invasion Games -Handball (OnsideSports)

Computing -

Animation - To learn about animation using the 2animate programme.

Science

Solids, liquids and gases / The Water Cycle-

- Planning investigations and fair tests
- To understand how the water cycle works
- To use language linked to the water cycle
- Understand different states of matter, identifying solids, liquids and gases
- Understand changing states, linked to the water cycle

Geography and History

Use maps, atlases and globes to locate countries and features of those countries

Understand key features of **physical geography**; mountains, climate, water cycle, learn names of mountains and mountain ranges and find where they are in the world.

Understand similarities and differences between the UK and other parts of Europe, North and South America (linked to physical geography of mountains)

Understand key features of **human geography**; land use, economic activity, tourism (linked to mountains)

Understand the lives and achievements of significant individuals

Sir Edmund Hillary
Tenzig Norgay

British Values and SMSC

Developing an understanding of fundamental British values

Spiritual: The significance of prayer, and mindfulness.

Moral: investigate moral and ethical issues as arise in class discussions and PSHE lessons.

Social: Understand how we can support each other and work together. Circle and team games.

Cultural: Explore different religious festivals. Understand and respect that people in Britain celebrate different events.

Democracy: To follow class and school rules and understand that rules are for the benefit of the whole community.

liberty: Children to be able to share views and beliefs within an atmosphere of respect following school rules. Children encouraged to take responsibility for their own behaviour.

Tolerance and respect:, understand that people can have different beliefs, views ideas and lifestyles. (RE and PSHE link)