

History/Geography

Geography: Name and locate the countries of Europe and identify their main physical and human characteristics, including climate and landscape.

Compare U.K. to America (north and south).

Identify suitable habitats for chosen animals.

Use maps, atlases and globes to locate various countries.

RE/PSHE

Understand the importance of harvest; compare food source in the U.K. and overseas; role play those fortunate and those who are in need.

Discuss how God created the earth and debate if humans need to look after the planet, animals and plants.

Explore the Jewish Festival of Sukkoth and create a diary entry of a Jewish believer.

PSHE: To reflect upon, celebrate their achievements, identify their strengths, areas of improvement and set goals.

Realise that differences and similarities between people arise from a number of factors ie family, ethnic, racial diversity, age, sex and disability.

Science

- I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- I can recognise that environments can change and that this can sometimes changes and pose dangers to livings things.
- I can construct and interpret a variety of food chains, identify predators, producers and prey.

Investigation-

English (Genres: narrative, reports and poetry)

Reading: Apply knowledge to read and understand new words; listen to and discuss a range of fiction, poetry, plays and non-fiction; ask questions to improve understanding; make predictions and summarise main ideas.

Writing: Learn a range of spelling patterns; use consistently neat handwriting build up vocabulary; proofread; read aloud and use a variety of tenses.

Spoken language: Justify own ideas; explore different view-points; speak clearly and fluently in Standard English; take part in discussions, performances and debates.

MFL

Read, write and copy everyday words correctly.

To describe members of the class using the correct terminology.

To recognise the different nationalities.



Year: 4
Term: Autumn 1
Topic: Jungle Journey
Special Events



Computing

Design & write programs to achieve specific goals, including solving problems using logical reasoning. (turtle academy and scratch).

Use internet safely and appropriately.

Pupils will learn the importance of using and keeping safe their passwords (smart crew).

Music

To accurately describe and appraise music using key vocabulary such as, pitch, dynamics, tempo, lyrics, melody and harmonies; to further ukulele skills and learn new chords; singing - to perform with expression (a solo or as part of an ensemble); to perform, to transcribe, to describe music.

Art/Design

Art: Use sketch books to collect, record and evaluate own ideas.

Improve mastery of techniques such as drawing and painting.

Learn and interpret the work of the artist Henri Rousseau, focusing on the painting "Tiger in the storm".

Design & technology: Use research criteria to develop an appropriate habitat for a chosen animal.

Use annotated sketches to explain ideas.

Evaluate finished product and reflect on own work.

Maths

Place value: count in multiples; 1000 more or less; negative numbers; order and compare numbers; estimate; round numbers; read and write Roman Numerals; and solve practical problems.

Addition and subtraction: Add and subtract numbers up to 4 digits; use written methods; use inverse operations; solve two-step problems.

Multiplication and division: Recall multiplication tables up to 12 x 12; multiply and divide mentally; recognise and use factor pairs; use formal written methods and solve multiplication and division problems.

Area: Find area of 4 sided shapes by counting squares.

PE

Gymnastics: Children to perform actions, balances, body shapes and agilities with control, understanding that strength and suppleness can be improved; in sequence work ensure children include changes of speed and level, clear shapes and quality of movement; lead a partner through short warm up routines; watch, describe and suggest improvements to others; performances and reflect on their own performances.

Swimming: Swim between 25 and 50 metres unaided, co-ordinate leg and arm movements and swim at the surface and below the surface.