

<u>Religious Education</u> Branch 1: Creation and Covenant - To understand the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called - Catholics believe that God called Abraham - Catholics believe that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity - Catholics believe Abraham is a model of how to pray - Catholics believe that through living out the virtues (faith, hope and love) Christians are drawn into a closer relationship with God - Catholics believe faith is believing in God and following God's purpose to live a good life Branch 2: Prophecy and Promise - Catholics believe that Elijah was a prophet - Catholics believe that John the Baptist was a prophet and sent to prepare the way for Jesus - Catholics believe that the prophets awaken an expectation of the coming of the Messiah - Catholics believe that the Feast of the King marks the end of the Church's year - Catholics believe that in the Advent liturgies Christians pray for the second coming of Jesus - Catholics believe that Advent is a time of preparation		<u>English:</u> In English we will be building on foundational grammar skills, improving our handwriting, reading a range of poems, fiction and non-fiction books, writing to inform and entertain. Writing to entertain: - Narrative - Poetry Writing to inform: - Recount - Biography Writing to persuade: - Persuasive letter Grammar: - Determiners - Adverbials, conjunctions and prepositions - Clauses - Tenses Handwriting: - Write in a joined and neat handwriting style.		<u>Science:</u> Group and classify living things and Data Collection A: As part of their learning your child will: - Recognise that living things can be grouped in a variety of ways. - Explore and use classification keys to help group, identify, and name a variety of living things in their local and wider environment. States of Matter: As part of their learning your child will: - Compare and group materials together, according to whether they are solids, liquids or gases. - Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		<u>Geography:</u> Why are rainforests important to us? Lessons include: - To describe and give examples of a biome and find the location and some features of the Amazon rainforest. - To describe the characteristics of each layer of a tropical rainforest - To understand the lives of indigenous peoples living in the Amazon rainforest - To describe why tropical rainforests are important and understand the threats to the Amazon - To understand how local woodland is used using a variety of data collection methods - To analyse and present findings on how local woodland is used			
<u>Mathematics:</u> Reasoning with large numbers 4-digit place value. Read, write, represent, order and compare , Find 10, 100 or 1000 more or less , Round numbers to the nearest 10, 100 or 1000 Addition and subtraction - Select appropriate strategies to add and subtract , Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping Multiplication and division - Identify and explore patterns in multiplication tables including 7 and 9 , Distributive property including multiplying three 1-digit numbers, Mental multiplication and division strategies using place value and known and derived facts , Short multiplication Discrete and Continuous Data - Read, interpret and construct pictograms, bar charts and time graphs , Compare tables, pictograms and bar		<u>Spanish:</u> Las estaciones - I will learn to recall, recognise and spell the four different seasons and express which one is my favourite. - I will learn two phrases that can be used to describe Spring. - I will learn two phrases that can be used to describe Summer. - I will learn two phrases that can be used to describe Autumn. - I will learn two phrases that can be used to describe Winter. Las verduras - I will learn to recall, recognise and spell five different vegetables. - I will learn how to recognise, recall and spell a further five different vegetables with the plural definite article/determiner. - I will consolidate all ten vegetables and progress to learning how to say 'a kilo of' plus a vegetable. - I will learn how to formulate a short phrase using the structure 'I would like' plus a quantity of various vegetables. - I will be introduced to the conjunction 'and' so that I can formulate longer and more interesting sentences.		Year 4 Autumn term Why are rainforests important to us? Who are the Windrush generation?		<u>Computing:</u> Computing Systems & Networks: Collaborative Learning - Developing collaborative working skills through using online software to create and share digital content. Pupils apply their understanding by contributing to shared documents, creating presentations and forms and using shared spreadsheets to organise and explore data. Programming 1: Further coding with Scratch - Designing and programming a game using variables, sensors and 'if' statements to control outcomes and interactions. Pupils debug and evaluate their projects to improve functionality, refine gameplay and develop more effective game designs.		<u>Art:</u> Rainforests - Colour - Mix to match tints, tones and shades in existing works. - Mix and use, tints, tones and shades and apply to work. - Use paints and chalk pastels. Key artists: - Romero Britto - Ruth Daniels	
		<u>History:</u> Who are the Windrush generation? NC: a local history study. (a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.) Lessons include: - Explore the history of the Windrush - Understand who the Windrush generation are. - Explore where the Windrush generation are today. - Explore the impact that the Windrush generation has had on Britain. - Explore how Windrush is	<u>D&T:</u> Cooking: Adapting a recipe Refreshed cooking and nutrition unit, including opportunities for children to learn a basic biscuit recipe and adapt it to suit a target audience	<u>P.E:</u> The children will learn: - Tag rugby - Netball - Dance		<u>PSHE:</u> Religious understanding - Get up! - The Sacraments Personal Relationships - Family, friends and others. - When things feel bad - Balancing needs Emotional Wellbeing - Feelings, likes and dislikes - Feeling inside out - Super Susie gets angry Life Cycles - Life cycles. - A time for everything Religious understanding - Jesus, my friend		<u>Music:</u> Musical Spotlight: Musical Structures Social Question: How Does Music Bring Us Together? Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music. Exploring feelings when you play Social Question: How does music connect us with our past? Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods.	