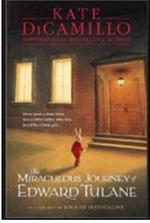


Curriculum Information

Term: Spring Term 3 Class/Year Group: 4



Inspiration/Theme: How do relationships affect our well-being?		Curriculum Driver: English	Outcome of learning: Description / Letter / Dream writing	
Core texts/artefact/film		Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
 <p>The Miraculous Journey of Edward Tulane by Kate DiCamillo</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. <p>Poetry Spine</p> <ul style="list-style-type: none"> 'From a railway carriage' by Robert Louis Stevenson 'Life doesn't frighten me' by Maya Angelou 		<p>Hook/Super Starter Children to bring in something of sentimental importance to discuss</p> <p>Trips/Visitors/Marvellous Middle All Y4 will visit Castle Mead or The Mead to share their sculptures and their letters in a bottle.</p> <p>Celebration/Fabulous Finish Parents will be invited to attend an Edward Tulane exhibition in the school hall.</p>	<p>The children will write a letter in a bottle</p> <p>The children will produce dreams and artwork associated with The Miraculous Journey of Edward Tulane to be displayed in the classroom.</p> <p>The children will create a sculpture.</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 It appears to be.....because..... It seems to be like.....because..... I think it looks like.....because..... It reminds me of.....because..... Why? How? What? Tell Me About...</p> <p>The language of deduction In conclusion, I would say that...due to the fact that... My results make me think that....because..... Having analysed the data, I conclude that.....</p>
Topic Table Display		Book corner	Home Learning	
<p>Key questions</p> <ul style="list-style-type: none"> Is there a difference between dreams and reality? How do we express emotion? What is an emotion? How can we overcome difficult situations? <p>Key images/artefacts Items related to Edward's journey, maps, parts of America, ships</p> <p>Key vocabulary Vibrations, muffle, pitch, volume, algorithm, debugging, discovery</p>		<p>Key questions What experiences have had an impact on our lives? How do we manage disappointments?</p> <p>Key images / artefacts Quotes from the book, pictures related to the book, maps of Edward's journey</p> <p>Key vocabulary Letter, diary, Abilene, Pellegrino, Malone</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>Choose a special object from home to bring into school on Day 1 after the holidays as part of our Super Starter.</p>	

English	Maths	Science	PE
<p><u>Key Learning:</u> Children will learn to write a letter, a diary and a narrative linked to 'The Miraculous Journey of Edward Tulane' by:</p> <ul style="list-style-type: none"> • Giving well-structured descriptions and narratives for different purposes • Placing the possessive apostrophe accurately in words • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures • Organising paragraphs around a theme • Creating settings, characters and plot • Assessing the effectiveness of their own and others' writing and suggesting improvements <p><u>Key vocabulary:</u> Letter, diary, first person, character, emotive, chronological, reflection, adjectives, apostrophes, informal language, past tense</p>	<p><u>Key learning:</u> Children will be learning more about multiplication and division and graphs through:</p> <ul style="list-style-type: none"> • Multiplying 2 and 3 digit numbers • Dividing 2 and 3 digit numbers • Solving word problems • Drawing and reading picture and bar graphs • Drawing and reading line graphs 	<p><u>Key learning:</u> Children will relate sound to vibrations and the strength thereof; They will carry out an investigation into how sound travels, learning to:</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases. 	<p><u>Key learning:</u> The children will learn skills associated with gymnastics by:</p> <ul style="list-style-type: none"> • Combining a controlled jump with another movement • Giving sensitive critical feedback on another's performance
Geography	History	Computing	DT
<p><u>Key learning:</u> Children will compare a place in North America with a place in the UK by:</p> <ul style="list-style-type: none"> • Locating North and South America, using maps, atlases, globes and digital/ computer mapping. • Identifying environmental regions, key physical and human characteristics, countries and major cities 		<p><u>Key learning:</u> Children will deepen their understanding of algorithms and introduce flowcharts as a form of programming, focusing on sequence.</p> <p>They will do this through learning to use:</p> <ul style="list-style-type: none"> • Decomposition • Debugging • Controlling • Simulating • Sequencing 	

PSHE	RE	MFL	Art	Music
<p><u>Key learning:</u> Children will learn to recognise that the changes we experience through life are natural and can be embraced positively.</p> <p>They will do this through learning to:</p> <ul style="list-style-type: none"> • Name the parts of the body • Take responsibility for choices • Consider how and why the body will change 	<p><u>Key learning:</u> Children will learn about what Muslim life is like today by:</p> <ul style="list-style-type: none"> • Making simple links between the teaching of Islam and what Muslims do. • Making simple links between their own experience and choices and the Muslims who choose to practice the Pillars • Applying the ideas of duty, choice and strength to some of the things they do in life • Showing that they understand links between their way of life and the Muslim practice of the Pillars. 	<p><u>Key learning:</u> Children will learn to discuss types of food in French by:</p> <ul style="list-style-type: none"> • Naming at least 15 different foods in French and using the definite article consistently and mostly correctly • Asking others which foods they like/expressing own likes and dislikes of certain food • Role playing a scene in a café or snack bar, ordering a snack or a drink politely 	<p><u>Key learning:</u> Children will learn to work collaboratively to create a piece of sculpture.</p> <p>They will be able to use:</p> <ul style="list-style-type: none"> • Line • Form • Shape • Drawing • Modelling • Sculpting 	<p><u>Key learning:</u> Children will learn how to create a new composition in response to a stimulus.</p> <p>They will do this by:</p> <ul style="list-style-type: none"> • Listening and discussing the style of the music and its structure. • Exploring the story behind the music. • Working together to create new compositions. • Sharing performances and reviewing and evaluating them together.