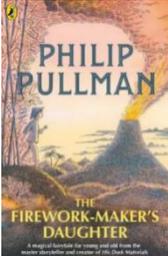


## Curriculum Information



Term: Autumn Term 2

Class/Year Group: Year 4 and Year 3/4 Wingfield

Inspiration/Theme: What needs to happen to bring about change?		Outcome of learning: Poetry based upon fireworks, letters written in response to our core text and suspense stories inspired by <i>The Firework Maker's Daughter</i> by Philip Pullman	
Core texts	Provocations	Display outcomes	Topic specific speaking frames
 <p>Firework Maker's Daughter by Philip Pullman</p> <p><u>Poems:</u></p> <ul style="list-style-type: none"> <li>• Adventures of Isabel by Ogden Nash</li> <li>• How to get there by Bonnie Nims</li> </ul>	<p><u>Hook/Super Starter</u> Read/retell the beginning of Firework Makers daughter and make 'lava lamps'</p> <p><u>Trips/Visitors/Marvellous Middle</u> Trip to We the Curious Bristol, to take part in a Science show based on state of matter: Roe Deers, Ospreys and Hares December 11<sup>th</sup> CM and RM – TBC</p> <p><u>Celebration/Fabulous Finish</u> Story sharing with Year 2 and showing and explaining our pneumatics learning to parents – Date TBC.</p>	<p>Firework poetry will be published and displayed alongside our letters.</p> <p>The reading area will display a variety of journey and adventure stories, including recommendations from the children.</p> <p>Learning wall and washing line of shared writing linked to the unit.</p>	<p><u>The language of describing:</u> 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..... Simile: <i>The cloud is like candyfloss the cat is as dark as the night sky</i> Metaphor: <i>The snow is a white blanket</i> Personification: <i>The tree waved its arms in the breeze</i></p> <p><u>The language of hypothesis (Maths):</u> Because I know that ....., I know that..... Due to the fact that.....I know that.....will happen Maybe it's because .....</p> <p>It is true that..... We can prove that..... In conclusion..... I would like to prove / disprove..... Perhaps the reason is .....</p>
Topic Table/Display	Book corner	Home Learning	
<p><u>Key Questions</u> How is a volcano formed? What is a state of matter? What are things made of? What characterises a liquid? Solid? Gas?</p> <p><u>Key images/artefacts</u> Fireworks, images of jungle animals, recipes.</p> <p><u>Key vocabulary</u> Solid, liquid, gas, matter, particle, volcano, crater, lava, crust, core, magma, strata.</p>	<p><u>Key questions</u> Where is Mount Merapi? Can you find it on a map or Atlas? Explain how to make a firework. How does Lila feel when she is told no? (ch.1)</p> <p><u>Key images / artefacts</u> Firework workshop – jars/recipes Display 'lava lamps' made in super starter Indonesian jungle</p> <p><u>Key vocabulary</u> Indonesia, Mount Merapi, volcano, sacred, crackle-dragon and other types of firework, Grotto, talent, courage, luck.</p>	<p><u>Weekly Home Learning:</u> 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 and understanding of topics.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Record.</p> <p><u>Super Six:</u> Investigate how a liquid can change into a gas, design a firework, describe a mythical creature, plan an adventure you'd like to go on, make a model of a volcano, set a personal goal for your physical fitness, for example how many start jumps you can do in one minute - and keep a record of your improvements.</p>	

English	Maths	Science	PE
<p><b>Curriculum Outcomes:</b> The children will respond to our core text, 'The Firework Maker's Daughter,' by writing a letter to the main character's father. We will then plan and write a suspense story, the theme of the core text, which shows the application of cohesive paragraphing.</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Write using paragraphs within a narrative</li> <li>• Use cohesive devices between paragraphs</li> <li>• Apostrophes for possession and contractions</li> <li>• Use speech punctuation</li> <li>• Maintain tense throughout</li> <li>• Maintain person/character</li> <li>• Proof read and edit for spelling and punctuation errors</li> </ul>	<p><b>Curriculum Outcomes:</b> Children will be learning various methods to enable them to confidently multiply and divide. They will then apply these methods to solve word problems.</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Multiply and divide by 6, 7, 9, 11 and 12</li> <li>• Understand mathematical vocabulary such as 'quotient' in relation to division</li> <li>• Calculate multiplication equations using multiplication facts</li> <li>• Understand the difference between sharing and grouping</li> <li>• Understand the commutative law in multiplication</li> <li>• Solve problems involving multiplication and division</li> <li>• Divide and multiply by 1 and 0</li> <li>• Multiply three numbers together using prior knowledge of multiplication tables</li> <li>• Use their tables and knowledge of place value to multiply multiples of ten/hundred leading to the multiplication of 2-digit/3 digit numbers using short multiplication</li> <li>• Divide 2-digit numbers using chunking and short division (including remainders)</li> <li>• Solve addition and subtraction word problems</li> </ul>	<p><b>Curriculum Outcomes:</b> Children will plan and complete an investigation into changes of state (solid, liquid, gas).</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• 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).</li> </ul> <p><b>Vocabulary:</b> Solids, liquids, gases, evaporate, condense, particle.</p>	<p><b>Curriculum Outcomes:</b> The children will play and compete in modified games of tag rugby.</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Explain rules of tag rugby</li> <li>• Accepting decisions made by other players</li> <li>• Explain simple tactics including attacking and defending</li> <li>• Combine a controlled jump with another movement</li> </ul> <p><b>Vocabulary:</b> Attitude, attach, defend, tactic, controlled.</p>
<b>Music</b>			
<p><b>Reading Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader's interests</li> <li>• Make predictions drawing upon evidence</li> <li>• Ask questions to improve our understanding of texts</li> <li>• Identify main ideas from more than one paragraph and summarise these</li> <li>• Discuss and explain our thoughts about our reading clearly to others</li> </ul> <p><b>Vocabulary:</b> Comma, consistent tense, cohesion, noun phrase, adverbials, draft, edit, prediction, summarise, clarify, infer.</p>	<p><b>Curriculum Outcomes for Year 3:</b> Children will continue to learn to add and subtract three digits with renaming. Children will also be learning various methods to confidently multiply and divide by 3, 4 and 8. They will then apply these methods to solve word problems. Later in the term, the children will begin to multiply and divide 2 digit numbers and will be able to regroup and rename numbers.</p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>• Add and subtract 3-digit numbers with renaming</li> <li>• Multiply and divide by 3, 4 and 8</li> <li>• Calculate multiplication equations using multiplication facts</li> <li>• Multiplying and dividing 2 digit numbers, regrouping and renaming when necessary</li> <li>• Use their tables and knowledge of place value to multiply multiples of ten leading to the multiplication of 2-digit numbers using short multiplication</li> <li>• Divide 2-digit numbers using chunking and short division (without remainders)</li> <li>• Solving word problems that include multiplication and division</li> <li>• Solving addition and subtraction word problems</li> </ul> <p><b>Vocabulary:</b> multiply, divide, share equally, groups of, lots of, remainder, method.</p>	<p><b>Outcome of learning:</b> Children will prepare two collaborative songs for the Christmas Celebration. Children will develop confidence to play two Christmas songs on the Ukulele using a number of simple chords.</p> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• Know the two collaborative Christmas songs by memory</li> <li>• Perform successfully on the Ukulele in the Christmas event</li> </ul> <p><b>Vocabulary:</b> Pitch, non-pitch, tone, rhythm, beat, percussion, accompaniment, fret, chord.</p>	

History	Computing	MFL	RE
		<p><u>Curriculum Outcomes:</u> Children will learn parts of the body, revise colours and explore the uses and importance of bilingual dictionaries.</p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>• Learn parts of the body</li> <li>• Learn sizes (grand/petit)</li> <li>• Revise colours</li> <li>• Start to understand that adjectives must agree with the nouns</li> <li>• Use bilingual dictionaries to check gender of nouns</li> <li>• Use dictionaries to check irregular plurals</li> <li>• Learn five facial features</li> </ul> <p><u>Vocabulary:</u> Le bras, le pied, la jambe, la tête, la main, l'épaule, le genou, les cheveux, grand(e)(s)/petit(e)(s), rouge, blanc, jaune, vert, bleu, noir, orange, rose, violet, gris, un oeil, un nez, une oreille, une bouche, les cheveux.</p>	<p><u>Curriculum Outcomes:</u> Children will understand what Hindu people believe about Dharma, Deity and Atman.</p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>• Know what dharma is and understand its significance</li> <li>• Understand the Hindus' belief – deities</li> <li>• Understand why light is important to Hindus</li> <li>• Understand how Divali is celebrated</li> <li>• Understand how and where Hindus worship</li> </ul> <p><u>Vocabulary:</u> Dharma, Divali, deity, Atman, avatar, puja, mandir, shrine, murti, prasad, arti.</p> <p style="text-align: center;"><b>Art</b></p>
PSHE	DT		Geography
<p><u>Curriculum Outcomes:</u> During the week beginning 11<sup>th</sup> November we will be taking part in National Anti-Bullying Week activities.</p>	<p><u>Curriculum Outcomes:</u> Children will design and make a pneumatic system which they will use to launch a model firework or rocket.</p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>• Research and understand existing pneumatic systems.</li> <li>• Develop a design criteria.</li> <li>• Produce annotated sketch of their design</li> <li>• Select materials that are fit for purpose.</li> </ul> <p><u>Vocabulary:</u> Pneumatic, engineering, pressurised, compressed, actuator, annotated.</p>		<p><u>Curriculum Outcomes:</u> Children will be able to describe the cause of volcanoes, the process of an erupting volcano and the consequence and aftermath of a volcanic eruption.</p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including: mountains and volcanoes</li> <li>• Locate the world's countries focusing on Europe concentrating on their environmental regions and key physical characteristics</li> </ul> <p><u>Vocabulary:</u> Volcano, tectonic plates, Earth's crust, magma, lava, erupt, active, dormant, extinct, pyroclastic flows, ash clouds, volcanic bombs.</p>