


## Curriculum Information

Term: Autumn 1    Year: 4 Fireflies, Merlins

Inspiration/Theme: <b>Cosmic</b>	Curriculum Driver: <b>STEM</b>	Outcome of learning: <b>Invite parents in to watch a moon buggy race</b>	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
<p><b>Core text: Cosmic</b></p>  <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<p><b>Hook/Super Starter</b> Building and launching rockets</p> <p><b>Trips/Visitors/Marvellous Middle @Bristol</b></p> <p><b>Celebration/Fabulous Finish</b> Moon buggy race</p>	<p>Children published persuasive leaflets and poems</p> <p>Moon buggy race</p>	<p><b>The language of describing</b> It looks/feels/tastes/sounds/smells like .....</p> <p>It appears to be.....because.....</p> <p>It seems to be like.....because.....</p> <p>I think it looks like.....because.....</p> <p>It reminds me of.....because.....</p> <p>In comparison to.....</p> <p><b>The language of comparison</b> X and y are similar because.....</p> <p>One similarity between.....and.....is that.....</p> <p>A difference is.... A further difference is....</p>
Topic Table	Reading Corner	Maths Challenge table	Home Learning
<p><b>Key questions</b> Will it ever be possible to live in space? What happens when you throw an object in space? Can you hear in space? What is sound? What is space?</p> <p><b>Key images/artefacts</b> Variety of pictures of rockets Telescopes Meteorites/ moon rock Planets</p> <p><b>Key vocabulary</b> Astronaut, planet, rocket, gravity, space, atmosphere, meteorite, comet, galaxy, moon, asteroid</p>	<p><b>Key questions</b> What do you look for in a book? How might you have behaved in Liam's position? What advice would you give Liam?</p> <p><b>Key images/artefacts</b> Books and magazines on space exploration and information Leaflets for famous theme parks Books from the reading spine</p> <p><b>Key vocabulary</b> Cosmic, infinity, possibility</p>	<p><b>Key questions</b> Which is the biggest/smallest? What do we already know? Can you order these numbers? This theme park had X....this had Y, which had more/less?</p> <p><b>Key images/artefacts</b> Dienes 100 square Place value cards/display Words problems</p> <p><b>Key vocabulary</b> Addition, subtractions, rounding, more than, less than, plus, minus, sequence, balance, equations, equals</p>	<p><b>Weekly Home Learning:</b> 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 Maths Facts in a Flash and have a practise. The children will continue to be tested each week.</p>

English	Maths	Science	PE
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will be writing a persuasive text to create a leaflet for their own theme park</li> <li>Children will be looking at poetry and writing our own, focusing on senses and emotions when on a ride at a fair/theme park</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify how authors use language for description</li> <li>Identifying features of persuasive writing</li> <li>Assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>Select effective vocabulary to compose poetic sentences</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will be learning to order, compare and round numbers within 10000</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Count in Thousands, Hundreds, Fifties, Twenty-fives, Tens and Ones</li> <li>Compare and order numbers up to 10000</li> <li>Round numbers to nearest 10/100/1000</li> <li>Addition and subtraction within 10000</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will understand how sound travels and the patterns in pitch</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn to throw and catch accurately through basketball and netball</li> </ul> <p><b>Key Skills:</b></p> <p><b>Physical literacy</b>  <b>Throw:</b> perform a correct technique for over arm throw using 1 hand. Accurate direction and varying distance.  <b>Catch:</b> combine catching with running/jumping/bending.  <b>Healthy, Active, Safe Lifestyles</b>  Know how to record and monitor how I am working including taking my own pulse.  Know how often and for how long I should exercise to be healthy.  I have a good understanding of making healthy lifestyle choices.  <b>Sport through which skills are to be taught:</b>  Basketball and netball</p>
Art	RE	Music	Geography/History
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create an image of a planet using a combination of media such as paints and oil pastels</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Using music as an inspiration for art</li> <li>Mixing colours using different media</li> <li>Creating a variety of textures using a pencil</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will be able to consider and answer the question: What makes 'Community'?</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understand and respect the viewpoints and religions of others.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn to play as an orchestra</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Listen and discuss a piece of music</li> <li>Recognise the difference between a descant and treble recorder</li> <li>Play simple tunes on a recorder, playing different notes</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn to describe locations on a map using a grid reference</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>To use four figure grid references (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
Computing	PSHEE	DT	MFL
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Consider online messages from other chn and how this makes them feel</li> <li>Identify actions that will make them Upstanders in the face of cyberbullying.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create a class charter, displayed in classroom and begin to be able to manage behaviour in different situations</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understands how others behaviour impacts on me and how to manage the situation.</li> <li>Applies the school rule and the charters.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create a moon buggy to race against the class</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Generate and develop ideas through discussion and annotated sketches</li> <li>Select from a range of tools and equipment to perform tasks such as cutting, shaping, joining and finishing beginning to focus on accuracy</li> <li>Carry out simple tests and evaluate the effectiveness of their products against the design criteria and consider how they could improve their work</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will be able to describe who we have in our family</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Name different members of the family using "j'ai" and words from family and extended family</li> <li>Ask and answer "Do you have brothers and sisters?"</li> <li>Count to 40</li> </ul>

