

Curriculum Information

Term: Autumn Term 2

Class/Year Group: 4 Fireflies, Merlins and Kingfishers

Inspiration/Theme: Charlotte's Web		Curriculum Driver: English/Geography		Outcome of learning: Narrative based on Charlotte's Web			
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes		Topic specific speaking frames	
 <p>Core text: Charlotte's Web Reading Skills</p> <ul style="list-style-type: none"> Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising these 		<p>Hook/Super Starter Farm visit</p> <p>Trips/Visitors/Marvellous Middle Farmer James to visit us to talk about farming life</p> <p>Celebration/Fabulous Finish Sharing our published Stories and tasting our designed treats with parents</p>		<p>Some children's writing to be displayed after publishing on Topic board</p> <p>Reading Area to have a variety of books on display to encourage reading</p>		<p>The language of describing</p> <ul style="list-style-type: none"> 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..... 	
Topic Table		Reading Area		Maths Challenge table		Home Learning	
<p>Key questions What if no one ate meat? Would you stand up for what you believe in?</p> <p>Key images/artefacts Spider webs, food packaging for determining content and where it may have come from</p> <p>Key vocabulary Plant, pollution, habitat, classification, carnivore, omnivore, herbivore, reptile, amphibian, fish, bird, mammal.</p>		<p>Key questions Ch 1 p2 – why do you think the author starts introduces 'him' straight away? What impact does this have on the reader? Ch 3 What effect does this description have on the reader?</p> <p>Key images/artefacts Different front covers, images from the film, farm items</p> <p>Key vocabulary Web, radiant, terrific, runt, field, arachnid, spider</p> <p>Opportunities for active learning Maths word problems linked to farms</p>		<p>Key questions How many different ways can you think of to solve...? What could the story be for...?</p> <p>Key images/artefacts Example of bar models for environment Pots with plastic straws in to model division/multiplication</p> <p>Key vocabulary Multiple, factor, prime number, multiply, times, divide, share, group, equation</p>		<ul style="list-style-type: none"> Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday. 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. Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log. Log on to Maths Facts in a Flash and practise regularly. The children will continue to be tested each week. Half term homework is to research an animal of your choice. You can find any interesting facts and display them on a poster, powerpoint, leaflet or booklet. 	

English	Maths	Science	PE
<p><u>Outcome of learning:</u> Children will write a story linked to Charlotte’s web with the title ‘Charlotte’s babies – what happens next?’ The children will share their stories with Year 2</p> <p><u>Key Skills:</u> Children will learn to:</p> <ul style="list-style-type: none"> • Plan their writing by: • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas • Draft and write by: <ul style="list-style-type: none"> ➤ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ➤ Organising paragraphs around a theme ➤ In narratives, creating settings, characters and plot ➤ Choose appropriate vocabulary for audience 	<p><u>Outcome of learning:</u> Children will learn strategies for multiplying and dividing by 6, 7, 9, 11 and 12. Children will use these strategies to help solve word problems</p> <p><u>Key Skills:</u> Children will learn to:</p> <ul style="list-style-type: none"> • Calculate multiplication equations using the multiplication facts that they know. • Understand the difference between sharing and grouping • Understand the commutative law in multiplication. • Solve problems involving multiplication and division. 	<p><u>Outcome of learning:</u> Children will learn to use classification keys for a range of animals Children will create a flow chart on the computer</p> <p><u>Key Skills:</u> Children will learn to:</p> <ul style="list-style-type: none"> • Identify and name a variety of living things in the local and wider environment, using classification keys to assign them to groups • Recognise that environments can change and that this can sometimes pose dangers to living things • Recognise that living things can be grouped in a variety of ways 	<p><u>Outcome of learning:</u> Children will practise running and jumping skills through Tag rugby</p> <p><u>Key Skills:</u> Children will learn to:</p> <ul style="list-style-type: none"> • Running: perform correct arm and leg action for a varying speed and distance run. • Jump: Combine a controlled jump with another movement (e.g. jumping and catching, jumping and throwing) • Whole Child Take responsibility for safety getting and putting away equipment
Art	RE	Music	Geography/History
<p><u>Outcome of learning:</u> Children will create a collage picture of an animal from leaves/outdoor items</p> <p><u>Key Skills:</u> Children will learn to:</p> <ul style="list-style-type: none"> • Explore ideas and work by artists • Experiment with a variety of materials • Create and experiment with texture • Create a final piece of art work 	<p><u>Outcome of learning:</u> Children will be able to describe some of the key beliefs of Christians</p> <p><u>Key Skills:</u> Children will learn to:</p> <ul style="list-style-type: none"> • Understand some reasons why Christians think Jesus is inspirational. • Describe and explain some examples of the life and teaching of Jesus • Identify links between events and key Christian festivals • Begin to understand how Christians express their ideas about Jesus in worship, the arts and music 	<p><u>Outcome of learning:</u> In Music children will be preparing songs for our Christmas presentation in December. We will increase our skills playing together on the Treble and Descant Recorders and the Ukulele. Our music listening will be linked to the 10 pieces’ repertoire.</p> <p><u>Key Skills:</u> Children will learn to:</p> <ul style="list-style-type: none"> • Listening/Performing • Composing –‘sound pictures ‘Charlotte’s web’ • Music Listening • Two at a Time/Really Easy Duets 	<p><u>Outcome of learning:</u> Children will learn to make comparisons between a location in North America and Trowbridge</p> <p><u>Key Skills:</u> Children will learn to:</p> <ul style="list-style-type: none"> • Locate continents, countries and major cities, using their key physical and human characteristics • Recognise different environmental regions

Computing	PSHEE	DT	MFL
<p>Outcome of learning: Children will create a FlowGo project to control a zebra crossing and bridge lights</p> <p>Key Skills: Children will learn to:</p> <ul style="list-style-type: none"> • Create algorithms to operate physical systems 	<p>Outcome of learning: Children will price up the ingredients for a snack and consider how they can make healthy choices</p> <p>Key Skills: Children will learn to:</p> <ul style="list-style-type: none"> • Recognise that they are capable of making their own lifestyle choices • Understands what influences people to spend or save • understands why people spend or save 	<p>Outcome of learning: Children will create a snack inspired by farm food</p> <p>Key Skills: Children will learn to:</p> <ul style="list-style-type: none"> • Generate and develop ideas through discussion and annotated sketches • Prepare and cook predominantly savoury dishes using appropriate ingredients and equipment 	<p>Outcome of learning: Children will learn to count to 40, to say and recognise the months, to ask and answer “How old are you?” Children will learn about French New Year and the “Three Kings’ day” traditions</p> <p>Key Skills: Children will learn to:</p> <ul style="list-style-type: none"> • Speaking –repetition, exploring patterns and sounds, listen and respond through role play • Listening – through video clips of authentic French • Reading – Reading months and days. • Writing - following and using modelled writing in French
<p>Year 3 Maths Curriculum (Kingfishers only)</p>			
<p>Outcome of learning: Children will learn a range of methods for addition and subtraction and apply these skills to word problems. Children will learn a range of methods for multiplication and division and apply these skills to word problems.</p> <p>Key Skills: Children will learn to:</p> <ul style="list-style-type: none"> • Apply addition/subtraction knowledge to 3 digit numbers, including renaming skills. • Use bar models to support addition/subtraction. • Multiplying and dividing numbers by 3,4 and 8. • Multiplying and dividing 2 digit numbers, regrouping and renaming when necessary. 			