

## English

**Key text:** The Wild Robot by Peter Brown

**Genre:** Illustrated novel

### Key Skills:

- Identify the main ideas drawn from more than one paragraph and can summarise these
- Ask questions to improve understanding
- Make predictions
- Identify how language, structure and presentation contribute to meaning
- Link what I have read to my own experiences
- Write a range of detailed, engaging narratives that are well structured and well-paced
- Can use a full range of punctuation
- Consistently organise my writing into paragraphs around a theme to add cohesion for the reader
- Proof-read consistently and amend grammar, punctuation, spelling, and cohesion
- Use a neat, cursive handwriting style

## Our Curriculum

### Somewhere to Settle – What is special about the North East?

#### Spring 2: Year 4



## Maths

This term we will be completing our multiplication and division unit focusing on:

- Dividing 2- and 3- digit numbers
- Multiplication and division problem solving

We will then on to Fractions and Decimals:

### Fractions

- Understand a whole and count beyond 1
- Partition, order and compare mixed numbers
- Understand improper fractions and convert between improper and mixed numbers
- Equivalent fraction families and on a number line.
- Add and subtract fractions

### Decimals

- Recognising tenths and hundredths as fractions and decimals
- Dividing digits by 10 and 100
- Tenths and hundredths on a place value grid and on a number line

## Science

### States of matter

The children will learn the differences between solids, liquids, and gases, classifying objects and identifying their properties. They will investigate the weight of a gas. They will find the ideal temperature to melt chocolate. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation and the stages of the water cycle.

### Key Skills

#### **Working scientifically**

- Work systematically, discuss similarities and differences, practical enquiries, recording and analyse their findings.

#### **Key objectives**

- Compare and grouping of different materials.
- Observations of changes of state.
- Study the water cycle to explain evaporation and condensation.

## How you can help!

- Book bags to be brought to school daily.
- Read daily at home with your child
- ebooks available [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)
- Use the Look, Cover, Write method to support your child with their weekly spellings.
- Read and write the half termly Common Exception Words (CEW) set out in homework book.
- Keep up to date via parentmail, school website and twitter
- Use School 360 activities and Times Tables Rock stars to practice spelling, reading and maths,
- For further information and regular photograph of your child's learning [www.corbridgefirst.northumberland.sch.uk](http://www.corbridgefirst.northumberland.sch.uk)  
Facebook - @CorbridgeFirst

## RE

### What does it mean to be a Hindu in Britain today?

Hindus believe in the **doctrines of samsara (the continuous cycle of life, death, and reincarnation)** and karma (the universal law of cause and effect). One of the key thoughts is "atman," or the belief in soul. This philosophy holds that living creatures have a soul, and they're all part of the supreme soul.

### End of Unit Outcome

Understand the impact and significance of religious and non-religious beliefs:

-Describe how Hindus show their faith within their faith communities in Britain today (e.g., arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith.

### Making Connections:

Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas

•Consider and weigh up the value of taking part in family and community rituals Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.

## Geography

### **Somewhere to Settle – What is special about the North East?**

In this unit, children head back in time to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at areas around the UK, in particular the North East to see how the Anglo-Saxons, Romans and Vikings all left their mark.

#### Key Skills

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

## Art and Design

Key artist: Henri Matisse

Genre: Textiles

#### Key Skills:

- Use sketchbooks to record ideas
- Explore ideas from first-hand observations
- Adapt and refine ideas
- Cut make and combine shapes to make recognisable forms
- To work towards an intended outcome, across several weeks
- To select and use appropriate materials, tools, and techniques
- To describe the key ideas and techniques of the work of Henri Matisse
- Paper weaving and weaving with wool.

## P.E.

Tuesday's session will be delivered by Mr Thompson and will mainly take place outdoors. Please ensure your child's PE kit is appropriate for this. Including an outdoor PE kit as we will be outside whatever the weather.

No jewellery should be worn in school.

We will play hockey and team games, modified where appropriate, and apply basic principles suitable for attacking and defending. We will also have an in-house competition. We will continue to set our own personal goals. We will make comparisons and demonstrate how we have improved to achieve our personal targets.

On Wednesday we will have Gymnastics building on our skills from last half term and using the apparatus.

## PSHE

### **How can our choices make a difference to others and the environment?**

This half term the children will be discussing how people have a shared responsibility to help protect the world around them and how everyday choices can affect the environment. Also, what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity). They will develop the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues and learn how to show care and concern for others (people and animals).

## Computing

### **Animation**

This half term the children will be learning about simple animation. They will discover what 'stop motion' animation is and how it is created. They will begin by creating their own simple animation using paper to create a flick book, then they will move onto creating more complex and imaginative animations using backgrounds and sounds on the Purple Mash program.

## Music

Music plays a big part in our classroom. The children often ask for different pieces of music to be played during handwriting at different parts the day. Through this, we are working on showing our appreciation for a range of genres and understanding of how different pieces of music can affect our emotions.

We will continue to study 'Lean on me' by Bill Withers in our Charanga unit this term.

We will also be learning new hymns in worship and songs related to our charity events.

## French

This half term the children will be learning about and reading classic stories such as Goldilocks. They will also recap how to say hello, goodbye, please and thank you and continue to revision their French Café learning as well as having an emphasis on French phonics and pronunciation.