

English

Key text: The Wild Robot by Peter Brown

Genre: Illustrated novel

Key Skills:

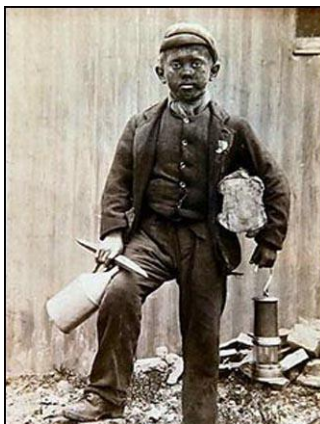
- Identify the main ideas drawn from more than one paragraph and can summarise these
- Ask questions to improve understanding
- Make predictions
- Identify how language, structure and presentation contribute to meaning
- Link what I have read to my own experiences
- Write a range of detailed, engaging 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

History

Childhood in Victorian Britain

Summer 1: Year 4



Maths

This term we will be focusing on:

Decimals and times tables

Some units will include:

- Recognising tenths and hundredths
- Tenths and hundredths as decimals
- Dividing digits by 10
- Tenths and hundredths on a place value grid
- Dividing digits by 100
- Making a whole
- Writing, comparing, and ordering decimals
- Rounding decimals
- Halves and quarters

We will also be continuing with our daily Times Tables Rock Stars.

Science

Living things and their habitats:

Key Skills:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things
- asking relevant questions and using different types of scientific enquiries to answer them
- gathering, recording, classifying, and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions

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
- 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,

www.corbridgefirst.northumberland.sch.uk

Twitter - @CorbridgeFirst

RE

Kingdom of God: When Jesus left what was the impact of Pentecost?

Key Skills

- Identify the core concepts and beliefs and concepts studied
- Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers.
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- Describe how people show their beliefs in how they worship and in the way they live
- Identify some differences in how people put their beliefs into practice
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live

History

Childhood in Victorian Britain

This half term the children will journey back to the Victorian era as they discover what life would have been like for them if they had been born in the 19th century. The children will compare their modern lifestyles to the lifestyles of both poor and rich Victorian children and find out about various aspects of life for people in Victorian Britain.

Key Skills

- Learning facts relating to Victorian Britain
- Understanding continuity and change
- Learning about Historical significance and perspectives
- Investigating Historical Evidence
- Understanding, ordering and making timelines
- Using Historical Evidence – Reading, photographs etc

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. No jewellery should be worn in school. We will do Athletics. 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 Forest School and They will be going to our school allotment. We will be outside whatever the weather so please ensure your child is dressed appropriately. They should come into school wearing their Forest School clothes, we will be working on our team work skills during these sessions.

On Fridays we will now have Cricket. The children will wear their PE for these sessions.

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

Making Music

This half term the children will be experimenting with the main elements of a piece of music and compose a piece themselves using the Purple Mash program.

Key Skills

- To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture
- To create a melodic phrase.
- To compose a piece of electronic music.

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 'Mamma Mia' by Abba 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 continuing to learn about 'Café's' and how to order foods and drinks from a French menu. They will then move onto learning about 'pets', they will learn the names of eight different pets and ask if someone has a pet and how to answer in French.