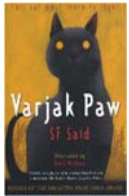

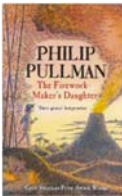
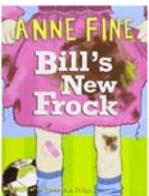

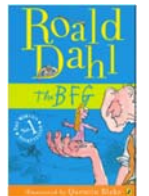

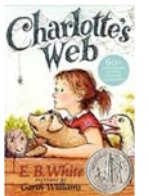


Year Four Term 6 All Living Things

		Writing Map	Reading Spine			
English	Theme	All living Things				
	Main text	Zelda Claw and the Rain Cat – Pie Corbett (adapted using the novel Varjak Paw)				
	Text type and focus	Tale of Fear Focus: suspense				
	Poetry	The Owl and the Pussy Cat Kennings poem for character in the story - Cat				
	Non-fiction	Report on missing animal				
Mathematics	Maths No Problem Chapter 9 Money Chapter 10 Mass, Volume, Length Chapter 11 Area of figures Chapter 12 Geometry Chapter 13 Position and Movement					
Science	<p>Working Scientifically</p> <p>Links to the statutory programme of study:</p> <ul style="list-style-type: none"> • Can they ask relevant questions and using different types of scientific enquiries to answer them • Can they make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment • Can they gather, record, classify and present data in a variety of ways to help answer questions • Can they record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Can they report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Can they use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Can they identify differences, similarities or changes related to simple scientific ideas and processes • Can they use straightforward scientific evidence to answer questions or to support their findings. <p>Non-statutory notes & guidance:</p> <ul style="list-style-type: none"> • Can they make comparisons between the teeth of different animals? • Can they suggest reasons for those differences relating this to diet? • Can they find out about the effect of different foods/drink on teeth? • Can they find out how to look after teeth? • Can they suggest ideas about how the digestive system works and explain their ideas using drawings/models? <p><i>Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 4 that topic is: Living things and their habitats.</i></p> <p>Animals, including humans</p> <ul style="list-style-type: none"> • Can they identify and name the basic parts of the digestive system in humans? • Can they describe the simple functions of the basic parts of the digestive system in humans? • Can they identify the simple function of different types of teeth in humans? • Can they compare the teeth of herbivores and carnivores? • Can they explain what a simple food chain shows? • Can they construct and interpret a variety of food chains, identifying producers, predators and prey? • Can they classify living things and non-living things by a number of characteristics that they have thought of? 					
History	No history					
Geography	No geography					
e-safety	<p>Knowledge and Understanding</p> <p>Do they understand the need for rules to keep them safe when exchanging learning and ideas online?</p> <ul style="list-style-type: none"> • Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? • Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? • Can they use strategies to verify information, e.g. cross-checking? 					

	<ul style="list-style-type: none"> •Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? •Do they understand that copyright exists on most digital images, video and recorded music? •Do they understand the need to keep personal information and passwords private? •Do they understand that if they make personal information available online it may be seen and used by others? •Do they know how to respond if asked for personal information or feel unsafe about content of a message? •Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? •Do they know how to report an incident of cyber bullying? •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school? <p>Skills</p> <p>Do they follow the school's safer internet rules?</p> <ul style="list-style-type: none"> •Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? •Can they begin to identify when emails should not be opened and when an attachment may not be safe? •Can they explain how to use email safely? •Can they use different search engines?
Computing	<p><u>Scratch: Holiday Ecard</u></p> <p>Explore Scratch and evaluate eCards. Plan holiday eCard design and understand what algorithms are. Create assets and backdrop for eCard design using sprite editor. Write simple scripts to make Sprites move & add speech. Add sound to holiday eCard animation Obtain feedback from peers and debug and correct errors in their Holiday eCard</p>
Religious Education	<p><u>What religions are represented in our neighbourhood?</u></p> <p>What are the functions of religions buildings and places? What evidence can I find of religions in the neighbourhood? What have we found out about how people express their faith? How are religions similar and different in my neighbourhood?</p>
Physical Education	<p><u>Athletics</u> Health and fitness</p> <ul style="list-style-type: none"> •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health? <p>Athletics</p> <ul style="list-style-type: none"> •Can they run over a long distance? •Can they spring over a short distance? •Can they throw in different ways? •Can they hit a target? •Can they jump in different ways? <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? <p>Evaluating and improving</p> <ul style="list-style-type: none"> •Can they explain how their work is similar and different from that of others? •Can they use their comparison to improve their work? <p><u>Coach – basketball</u> Acquiring and developing skills</p> <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game? <p>Games</p> <ul style="list-style-type: none"> •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening? <p>Evaluating and improving</p> <ul style="list-style-type: none"> •Can they explain how their work is similar and different from that of others? •Can they use their comparison to improve their work?
Art and Design	No Art and design
Design and technology	<p><u>Money Containers</u> Textiles</p> <ul style="list-style-type: none"> •Do they experiment with and combine materials and processes to design and make 3D form? •Can they use early textile and sewing skills as part of a project? •Do they think what the user would want when choosing textiles? •Have they thought about how to make their product strong? •Can they devise a template? •Can they explain how to join things in a different way?

	<p>Mouldable materials</p> <ul style="list-style-type: none"> •Do they use finishing techniques, showing an awareness of audience? <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> •Can they measure carefully so as to make sure they have not made mistakes? •How have they attempted to make their product strong? <p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> •Can they come up with at least one idea about how to create their product? •Do they take account of the ideas of others when designing? •Can they produce a plan and explain it to others? •Can they suggest some improvements and say what was good and not so good about their original design? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> •Can they tell if their finished product is going to be good quality? •Are they conscience of the need to produce something that will be liked by others? •Can they show a good level of expertise when using a range of tools and equipment? •Do they work at their product even though their original idea might not have worked? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> •Have they thought of how they will check if their design is successful? •Can they begin to explain how they can improve their original design? •Can they evaluate their product, thinking of both appearance and the way it works? •Do they take time to consider how they could have made their idea better?
<p>Music</p>	<p><u>Exploring singing games</u></p> <p>Performing</p> <ul style="list-style-type: none"> •Can they perform a simple part rhythmically? •Can they sing songs from memory with accurate pitch? •Can they improvise using repeated patterns? <p>Appraising</p> <ul style="list-style-type: none"> •Can they explain the place of silence and say what effect it has? •Can they start to identify the character of a piece of music? <p>Challenge</p> <ul style="list-style-type: none"> •Can they use selected pitches simultaneously to produce simple harmony?
<p>French</p>	<p>Listening and responding</p> <ul style="list-style-type: none"> •Do they listen and show understanding of short phrases through physical response? •Do they listen and identify words in songs and rhymes and demonstrate understanding? <p>Speaking</p> <ul style="list-style-type: none"> •Do they ask and answer several simple and familiar questions with a rehearsed response? •Do they use familiar vocabulary to say simple sentences using a language scaffold? •Do they make simple rehearsed statements about themselves, objects and people? •Do they say a simple rhyme from memory? •Do they join in with words of a song or storytelling? <p>Reading and responding</p> <ul style="list-style-type: none"> •Do they read and recognise some letter strings in familiar words and pronounce when modelled and observing silent letter rules? •Do they read and show understanding of simple familiar phrases and short sentences? •Do they use context to predict the meaning of new words? •Do they use a bi-lingual dictionary to find the meaning of individual words? <p>Writing</p> <ul style="list-style-type: none"> •Do they write and say a more complex sentence to describe people, places, things and actions using a language scaffold? •Do they write simple familiar short phrases from memory with understandable accuracy? <p>Grammar</p> <ul style="list-style-type: none"> •Do they demonstrate understanding /use of nouns/plurals/1st & 2nd person regular present verbs/adjective position?
<p>PSHE</p>	<p>e-safety lesson</p> <p><u>Changing Me(including sex education)</u></p> <p>Unique me Do they understand that everyone is unique and special?</p> <p>Having a baby Can they express how they feel when change happens?</p> <p>Girls and puberty Do they understand and respect the changes that they see in themselves?</p> <p>Circles of change Do they understand and respect the changes that they see in other people?</p> <p>Accepting change Do they know who to ask for help if they are worried about change?</p> <p>Looking ahead Are they looking forward to change?</p>
<p>Enrichment</p>	<ul style="list-style-type: none"> • Use of laptops

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| | <ul style="list-style-type: none">• Cultural Week, Art Week, Science Week, PE Week• Visitors- neighbourhood religious visitors• Tower of London• Docklands – water activity or walk along docks. |
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