

The Stone value that we are focusing on this term is COMMUNITY

Learning skills that we are practising this half term:

English

Charlie and the Chocolate Factory by Roald Dahl

We will be using Charlie and the Chocolate factory in our guided reading sessions and as an inspiration for our own written work.

Our focus this half term is to revise and develop the accuracy of punctuation used in our writing. In order to be classed as 'working at' a year 4 level, the children's punctuation must be consistently accurate.

We will be continuing to develop our planning, drafting and editing skills throughout the year, focusing on these National curriculum objectives:

- Discussing writing similar to that which they are planning to write.
- Discussing and recording ideas.
- Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Organising paragraphs around a theme.
- Creating settings, characters and plot
- Using simple organisational devices. [for example, headings and sub-headings].
- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Maths

We are learning to:

Count in multiples of 6, 7, 9, 25 and 1000.

Find 1000 more or less than a given number.

Count backwards through zero to include negative numbers.

Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).

Order and compare numbers beyond 1000.

Identify, represent and estimate numbers using different representations.

Round any number to the nearest 10, 100 or 1000.

Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

Estimate and use inverse operations to check answers to a calculation.

Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Science

This half term our focus is Living things including humans.

We are going to :

Describe the simple functions of the basic parts of the digestive system in humans.

This will link in with our topic, Srumdiddliumptions, which focuses on food and healthy eating.

Identify the different types of teeth in humans and their simple functions.

This topic will also address the importance of keeping teeth healthy.

We will be using our computing time to become game designers. We will be developing our programming skills by using algorithms to programme 'Scratch' and make an interactive game.

Using the topic 'Scrumdiddliumptious' we are aiming to understand and apply the principles of nutrition and learn how to cook a savoury pie.
 Cooking the pie will include using a variety of skills and tools.
 Our 'Great British Bake Off' WOW day will involve the selection and preparation of ingredients as well as the cooking of the pie.
 Along with science we are putting an emphasis on health and exploring the value of nutrition.
 Leading up to our WOW day, we will be focusing on planning our recipes, designing and evaluating the appearance of the pie and researching food groups.

P.E.
 Our P.E lessons will be on a Wednesday and a Thursday.
 During P.E. the children will be developing their agility, balance and coordination.
 The real P.E. programme focuses on not only developing physical skills, but encouraging a positive attitude towards physical exercise.
 The skills developed in Real P.E. sessions will be applied to a variety of sports and activities.

Music
 Mamma Mia!
 During the course of the Mamma Mia unit, children will learn:

- how to listen to music
- to sing a song
- to understand the geographical origin of the music and in which era it was composed
- to experience and learn how to apply key musical concepts/elements e.g. finding a pulse, clapping a rhythm, use of pitch
- to play the accompanying instrumental parts with or without the notated scores (optional)
- to work together in a band/ensemble
- to develop creativity through improvising and composing within the song
- to understand and use the pentatonic scale while improvising and composing
- to experience links to other areas of the curriculum
- to recognise the style of the music and to understand its main style indicators
- to understand and use general musical vocabulary and specific vocabulary linked to the song

Citizenship
 This half term we are exploring 'New beginnings' this includes:

Ground rules / class charters Responsibilities

Belonging
 New situations
 Meeting new people
 Managing feelings
 Calming down
 Making choices
 Problem solving
 Asking for help
 Network of support

RE
 During the unit, children will explore how Hindus express their beliefs through images of deities and symbols. They will be taught to:
 Make links between beliefs and sources, describe an understanding of concepts, making some comparisons between religions

Identify impact religion has on believers life describe and show understanding of feeling and experiences

Describe key features of religion and religious expression suggesting meanings for religious forms and

British values/SMSC
 Throughout the year there will be a continuous focus on upholding 'fundamental British values':

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

French
 Numbers (31-69) and Siblings
 During the course of the unit, children will:
 Listen attentively to spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Speak in sentences, using familiar vocabulary, phrases and basic language structures

practices

Identify what influences them raising and suggesting answers to questions of identity and belonging

Ask important questions about religion and beliefs raising and suggesting answers to questions of meaning, purpose and truth

Make links between values and commitments and their own attitudes and behaviour raising and suggesting answers to questions of values and commitments

Alongside this we will be focusing on four key Skills for Life:

- Resilience
- Self-awareness
- Meta-learning
- Self-belief

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Present ideas and information orally to a range of audiences

Read carefully and show understanding of words, phrases and simple writing

Appreciate stories, songs, poems and rhymes in the language

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Describe people, places, things and actions orally and in writing

Understand basic grammar appropriate to the language, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English