

Science – Y4 – Living Things and Their Habitats

- 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.
- Use and make identification keys for plants and animals.

How can we protect all of God's world for the future?

Working scientifically – Challenge, Collaborative

- Using and making simple guides or keys [sorting, grouping, comparing, classifying] to explore and identify local plants and animals.
- Making a guide [sorting, grouping, comparing, classifying] to local living things.
- Raising and answering questions based on their observations of animals.
- What they have found out about other animals that they have researched.

Why did God make animals all different shapes and sizes?

History – Roman Britain

- Use terms related to period and begin to date events
- Use evidence to reconstruct life in time studied
- Identify key features and events of time studied
- Offer a reasonable explanation for some events
- Use text books and historical knowledge
- Ask a variety of questions
- Look at evidence available

What does Jesus' relationship with the Romans teach us today?

Computing – Data Handling

- Can collect information using a questionnaire
- Can enter data into a prepared database
- Can use search tools to answer simple questions
- Can sort and organise information to use in other ways
- Can produce graphs from the data with support
- Can recognise which information is suitable for the topic
- Can start to amend errors

Art – Clay Sculpture – Pots and Brooches Inspirational, Unique, Independent

- Can shape, model and construct from observations and imaginations
- Can work with tools safely
- Can use surface patterns/textures
- Can use paint and equipment correctly and with increasing confidence
- Can comment on differences and similarities in their work
- Can adapt and improve their own work

Music – Charanga – 3.4 – The Dragon Song Flourish, Collaborative

- Identify the themes: Kindness, respect, friendship, acceptance and happiness.
 - Identify the instruments/voices: Keyboard, drums, bass, a female singer.
 - Explain how the words of the song tell a story?
- Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music

How does the message in this song relate to our Vision?

British Values – Diamond 9 – Relevant

To use a range of resources to teach and encourage British Values and make links to Christian Values, the Vision and our Diamond 9 at every opportunity

MC - First News, Picture News, Newsround – links to other cultures and faiths through topical issues, World events and local community links

British Values – We respect the culture and beliefs of others

Individual liberty – expression through Art and each being unique and different interpretation



Mrs Bolton - Class 3 – Spring 2 - 2020

Romans Rule!

RE – 3.4 – The Joy and Sadness of Easter

- To listen to and retell the Easter Story, emphasising the emotions expressed by the people.

Explore the following questions -

- Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness?

Why? Why not?

- Is the cross a symbol of sadness or joy?
- How do the services held in churches during Holy Week and Easter reflect the sadness and joy?

Is Good Friday the beginning or the end?

Is Easter Sunday the end or the beginning?

What links can we make between God's Big Plan and issues on Newsround/Picture News/First News? (Diocesan links)

PSHE – Being a Risk Taker – Drugs, Alcohol and Tobacco

- Identify some key risks from and effects of cigarettes and alcohol;
- Define the word 'drug' and understand that nicotine and alcohol are both drugs.
- Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to use, use and give to others.

Mathematic

Week 1 - 2D and 3D shape - Angles

Week 2 – Addition and Subtraction - Statistics

Week 3 - Fractions

Week 4 – Position and Direction

Week 5 - Assessment

Week 6 – Time

Plus basic skills

Times tables books/ Times Tables Rock Stars

Morning work – using and applying – problem solving

Challenge cards and Maths Table

English

Non-Chronological Reports -

- Analyse and evaluate texts looking at language, structure and presentation
- Discuss understanding of text
- Evaluate how specific information is organised
- Navigate texts on screen and in print
- Explore and identify main and subordinate clauses in text
- Create complex sentences using a range of conjunctions
- Generate and select from vocabulary banks
- Group related material into paragraphs
- Use headings and sub-headings to organise information

Playscripts/Film – flourish, collaborative

- Develop characterisation using vocabulary to create emphasis, humour, atmosphere and suspense
- Improve work in light of evaluation
- Discuss and propose changes with partners and small groups
- To perform own compositions using appropriate intonation, tone and volume.

What voice would you use in the role of Jesus? Why?

Plus - Morning work

Read aloud

Grammar warm ups – I-Model

Guided Reading with focused Learning Objectives from Klips

Domain – 2D – Make inferences from the text, explain and justify inferences from the text using evidence from the text

French – MFL - MC – Learning another language Relevant

La Mer – Description and Poetry

- To listen attentively and understand more complex phrases and sentences.
- To recognise patterns in simple sentences
- To manipulate language by changing an element in a sentence
- To integrate new language into previously learnt language
- To apply grammatical knowledge to make sentences.

PE – Dance - continued from last half term– 1 and 2

Creative, flourish, inspirational, independent

- Can improvise freely on their own or with a partner
- Can translate ideas in to a dance
- Can explore and create characters and narratives
- Can create and link phrases using a simple dance structure
- Can perform dances with an awareness of rhythm and evaluate dance

How can we express our love for God through dance?

Exploring dances from other cultures