



Class Four Curriculum Information Autumn 1 2019

Amazon Adventures

This half term Class Four will be going on an Amazon Adventure, we will be focusing on adventure stories in our English lessons and our Class novel is 'Running Wild' by Michael Morpurgo.

Below is information regarding what we will be covering this term across the curriculum so that you can support your child at home. As ever, if you would like any further information please come and speak to me and I will gladly help.

Mrs Shoulder

<u>Curriculum Area</u>	<u>Main learning</u>	<u>Key Skills</u>	<u>Key vocabulary</u>
R.E.	<ul style="list-style-type: none"> To know the story of Creation in Genesis and think about its meaning. To know why God made us. To know that God calls us to care for creation. To know and reflect on the story of the Fall. To know about St Theresa and 'Little Way Week' and to follow her example by reaching out to others with the love of Christ. To know that we are all equal in God's eyes and that we have been given special gifts for the world. 	<ul style="list-style-type: none"> Developing knowledge and understanding of our faith. Making links and connections between Bible stories, beliefs and practises. Using and applying religious and specialist vocabulary with accurate spelling and pronunciation. Compare their own and other people's responses to questions about meaning and purpose. Show understanding of how own and other's decisions are informed by beliefs and moral values. Use sources of evidence to construct arguments and make judgements. Recognise diversity. 	<ul style="list-style-type: none"> Creation Genesis Original Sin Stewardship Eucharistic people Equal and just Inequality and injustice Gifts
English	<ul style="list-style-type: none"> Adventure Stories Persuasive writing including speeches and letters 	<ul style="list-style-type: none"> In writing narratives, consider how authors have developed characters and settings in what they have read and listened to. Draft and write by: <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can be changed to enhance meaning. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. 	<ul style="list-style-type: none"> Modal verbs Adverbials Expanded nouns Draft Edit
Maths	<ul style="list-style-type: none"> Place value incl. decimals Mental and written addition Mental and written multiplication 2D and 3D shape Mental and written subtraction Mental and written division 	<ul style="list-style-type: none"> Formal methods in all four operations, including decimals. Mental strategies for efficiency in all four operations. Mathematical reasoning based on the numbers involved in a problem/calculation. 	<p>Place value - units, tens, hundreds, thousands, ten-thousands, hundred-thousands, millions, tenths, hundredths, thousandths and decimals.</p> <p>Calculating - jottings, compensation, number lines, known and related facts. Formal methods - column addition and subtraction, grid method, long and short multiplication, chunking, long and short division.</p> <p>Geometry - regular and irregular polygons, reasoning, properties of shapes, angles, area and perimeter.</p>
Science	<ul style="list-style-type: none"> To describe the life cycles of a mammal or an amphibian or an insect or a bird. To understand that a life cycle means the stages a living thing goes through during its life and that in some cases the process is slow, and the changes are gradual. Whilst in others it can be rapid. To understand and describe the differences in the life cycles of mammals, amphibians, insects and birds. To describe the life process of reproduction in some animals. To describe the life process and reproduction in flowering and non-flowering plants. To use scientific vocabulary to name the different parts of a flowering plant and begin to know the role they play in the plant's life cycle. To plan an experiment to investigate whether plants can reproduce from different parts of the plant. To understand the terms fair test, variable, hypothesis and controlled variable. To record and measure results from experiments To present analysis of results from experiment using scientific vocabulary and knowledge to draw a conclusion. 	<ul style="list-style-type: none"> Read, pronounce and spell key vocabulary correctly Analyse a range of life cycles from amphibians, mammals, insects (full and incomplete metamorphosis) and birds. Draw conclusions about the different cycles of the groups studied. Thinking scientifically to create and carry out a fair test. Observe changes over time. Draw conclusions based on observations Use a primary source (dissection) to investigate the parts of a plant. Use secondary sources to investigate reproduction in plants. 	<p>Life cycles: Amphibian, bird, insect, complete & incomplete metamorphosis, mammal, egg, live, fertilized, larva, pupa, metamorphoses(changes), nymph, adult, embryo, neonate, foetus, infant, toddler, child, adolescent, elderly.</p> <p>Plants and flowers: Pollination, cross pollination, pollen, nectar, pistil, petal, anther, stamen, ovule, sepal, stem, carpel, stamen. Sexual, asexual, tubers, spores, mosses, ferns, vegetables, reproduction.</p> <p>Observation, experimentation and investigation: similarities, same, different, hypothesis, aim, materials, method, results, conclusion, fair test, variable, controlled variable, data, analysis, conclusion, proven, accepted.</p>



Geography	<ul style="list-style-type: none">Identify the position and significance of latitude, longitude.To know what Greenwich Meridian is and how and time zones across the world are different.Locate the world's countries using maps to focus on South America - Amazon Basin & surrounding oceans and countries. Physical Geography: <ul style="list-style-type: none">To understand what a biome is and identify and characterize different types of biome.To understand what type of Biome the Amazon rainforest is. Physical Geography: <ul style="list-style-type: none">To identify the mountain range of South America, the Amazon river and some of its tributaries.To identify and label the layers of the Amazon rainforest. Place Knowledge: <ul style="list-style-type: none">Enhance and develop knowledge of Amazon rainforest. Physical Geography: <ul style="list-style-type: none">To identify and explore the layers of the Amazon rainforest and its vegetation.	<ul style="list-style-type: none">Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.To locate countries of the world using latitude and longitude coordinates and map references.Use maps, atlases, globes and digital/computer mapping and search engines to classify and describe Eco-systems and biomes.To develop inquiry skills in order to collect information in order to present physical and human geographical features of the Amazon rainforest using a range of methods, including sketch maps, plans, graphs, and digital technologies.	Place and world knowledge: Equator, Northern Hemisphere, Sothern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. Latitude, longitude, Greenwich Meridian, time zone, day, night, degrees, north, south. east, west, parallel, vertical, Atlantic, Pacific, Caribbean Sea, Amazon river, Negro, Madeira, Xingu, Tapajos, Tocantins rivers, Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay, Paraguay, Brazil, Venezuela, Colombia, Guyana, Suriname (French Guyana) Physical geography: - river tributaries and distributaries, eco-system, biome, community, tundra, rainforest, desert, grassland, deciduous and coniferous forests, emergent layer, canopy, understory layer, forest floor, vegetation, vines, dark & dense.																														
Art	<ul style="list-style-type: none">Learn about artwork by famous artists Henri Rousseau and Ruth Daniels.To improve their mastery of art and design techniques - drawing & paintingTo develop and use sketch books to record observations and use them to review and revisit their ideas.	<ul style="list-style-type: none">Recognise composition and perspective in paintings.Shading (pencils).Texture - hatching, cross hatching & stippling.Shading colours (watercolour).Texture in paint -layering.To apply knowledge of shading and texture in a pencil/pen drawing.To apply knowledge of colour, shading and texture to create a watercolour 'tropical' painting.	<table><tr><td>Techniques</td><td>Perspective</td><td>Strokes</td></tr><tr><td>Texture</td><td>Foreground</td><td>Hatching</td></tr><tr><td>Shades</td><td>Shapes</td><td></td></tr><tr><td>Cross-hatching</td><td></td><td>Background</td></tr><tr><td>Stippling</td><td>Patterns</td><td>Shading</td></tr><tr><td>Light</td><td>Pressure</td><td>Smooth</td></tr><tr><td>Dark</td><td>Blend(ing)</td><td>Shadow</td></tr><tr><td>Line</td><td>Watercolour</td><td>Glazing</td></tr><tr><td>Layers(ing)</td><td>Light to dark</td><td></td></tr><tr><td>Dark + water</td><td></td><td></td></tr></table>	Techniques	Perspective	Strokes	Texture	Foreground	Hatching	Shades	Shapes		Cross-hatching		Background	Stippling	Patterns	Shading	Light	Pressure	Smooth	Dark	Blend(ing)	Shadow	Line	Watercolour	Glazing	Layers(ing)	Light to dark		Dark + water		
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ICT	<ul style="list-style-type: none">To use and apply coding vocabulary.To use a sketch or storyboard to represent a program design and algorithm.To use a design to create a program.To design and write a program that simulates a physical system.To use number variables in 2Code.To explore text variables.To create a playable, competitive game.To combine the use of variables, If/else statements and Repeats to achieve the desired effect in code.To read code so that it can be adapted, personalised and improved.To explore the launch command and use buttons within a program that launch other programs or open websites.To create a program to inform others.	<ul style="list-style-type: none">Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systemsSolve problems by decomposing them into smaller parts.Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	<ul style="list-style-type: none">CodingInputOutputVariablePhysical systemTimerBlogLinksLaunch button.																														
Music	<ul style="list-style-type: none">To listen with attention to detail and learn how combined musical elements of pitch, duration, timbre and texture can be organised to create different effects.Understand how a place such as the rainforest can influence how music is created & performed.Improvise and compose music inspired by the rainforest, using musical elements such as pitch, duration, timbre and dynamics to create different effects.To work in groups to write a short piece of music inspired by rainforests.To use and understand musical notations.To plan, use and adapt compositional ideas, identifying what makes a performance effective.	<ul style="list-style-type: none">SingingListeningAppraisingPerformingReading and writing musical notation	<ul style="list-style-type: none">PitchDurationTimbreTextureDynamicsImproviseVocabulary of musical notation.Compose																														