Class Four Curriculum Information Autumn 2 2019

Amazon Adventures

This half term Class Four will be continuing our Amazon Adventure, we will be focusing on stories from other cultures and persuasive speeches in our English lessons and our Class novel is 'Running Wild' by Michael Morpurgo, we are nearly finished and then we will be reading Holes by Louis Sachar.
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

Curriculum Area	Main learning	Key Skills	Key vocabulary
R.E.	• To understand what justice is and know that we are called to work for it. • To understand and reflect upon the purpose and importance of remembering and praying for the dead during November for Catholics. • To know that God calls all of us to speak out about injustice. • To know about individuals who have been persecuted for speaking out about injustice. To reflect on the cost of commitment. • To be aware that Christians across the world speak up for justice and that justice starts with each one of us. • To know that in Advent we prepare to celebrate the birth of Jesus and to know that John the Baptist spoke out in defence of truth and justice.	• 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.	• Justice, unjust, injustice, charity, commitment, Advent, CAFOD, Christian Aid. • Key People: Martin Luther King, Dorothy Day & Oscar Romero
English	• Stories from other cultures: • Persuasive speeches and letters • Christmas poetry and songs	<u>Stories from other cultures & Christmas poetry and songs</u> • To be able to discuss their responses to film texts and a range of stories from The Amazon. • To be able to generate or select descriptive vocabulary. • To be able to convert nouns and adjectives to verbs by adding appropriate suffixes. • To compare texts, demonstrating their understanding of themes. • To explain how language, structure and presentation contribute to meaning. • To use knowledge of root words and suffixes to support understanding. • To identify effective vocabulary and describe the effect. • To create their own plot and develop the content for their own story. • To generate descriptive vocabulary. • To write a story which includes: - an effective setting description. - a clear structure and balance – *opening, build up, problem, resolution, ending.* • Create and use complex sentences demarcated with commas correctly. <u>Persuasive speech/letters</u>; There will be a focus on developing public speaking and presentation. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations and debates. • Gain, maintain and monitor the interest of the listeners. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Select and use appropriate registers for effective communication.	• Modal verbs • Relative clauses with and without pronouns • Draft, edit & improve • Expanded noun phrasing • Speech punctuation • Devices to build cohesion, e.g. firstly, furthermore, as a consequence. • Verb tenses

Maths	• Mental and written division • Fractions: - (add, subtract,) and percentages equivalence, compare, order, quantities • Geometry – angles, Statistics – pie charts • Measurement – length, including area, perimeter and mass	• To apply knowledge of all four operations to solve calculations, problems and puzzles involving division, fractions and measurement. Reasoning: To consistently apply the thought processes of: ✓ What am I being asked to find out? ✓ What do I know for sure? ✓ What are the numbers involved? ✓ What steps do I need to take to solve this? ✓ What maths do I need to apply and if I know that what else do I know?	**Place value** – units, tens, hundreds, thousands, ten-thousands, hundred-thousands, millions, tenths, hundredths, thousandths and decimals. **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. **Division:** lots of, groups of, sharing, equally, divide, division, divisor, quotient, factor, divisible, inverse, remainder, rounding, short division (division by a single digit number), long division (division by a number with more than one digit) **Measurement** - length, width, height, depth, breadth, perimeter, circumference, kilometre (km), metre (m), centimetre (cm), millimetre (mm), mile, mass, gram (g), kilogram (kg), tonne, convert, conversion **Fractions:** fraction, proper fraction, improper fraction, unit fraction, non-unit fraction, mixed number, numerator, denominator, equivalent, reduced to, cancel, one whole, half, quarter, eighth, hundredth, thousandth, proportion, ratio, decimal, vulgar fraction, decimal fraction, decimal point, percentage, percent, %
Science	• To recognise what a fossil is and know how they were formed. That fossils provide information about living things which inhabited the Earth millions of years ago. • To recognise that living things produce offspring of the same kind. • To recognise variation in the offspring and know that they are not identical to the parents. • To recognise inherited and adapted characteristics and how they can lead to variation. • To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • To know about the work of Charles Darwin and Alfred Wallace and their theory of evolution and natural selection.	- By comparing fossils understand about natural processes. - To read, spell and pronounce scientific vocabulary correctly. - Observe differences and raise questions about shared characteristics and variation within a species. - Create tables to record findings and then draw a conclusion based on evidence collected. - Think scientifically about the effects of selective breeding, raising questions and engaging in scientific discussion. - Make predictions about offspring based on scientific knowledge. - Respond to scientific thought in light of scientific evidence. - Raise questions about hedgehogs and trees & how they have adapted to the local environment. - Compare how animals and plants have adapted to extreme conditions. - Identifying scientific evidence that has been used to support or refute ideas or arguments - Examine scientific theories on evolution constructed by Darwin and Wallace and know that scientific theories can change or be adapted based on evidence.	Fossil, prehistoric, sediment, mould, cast. Evidence - remains of plants, animals & proof e.g. footprint, faeces. Inheritance, animals, plants, humans, parent, offspring, similarities, differences, characteristics, variation, selection. Adaptation, survival, evolve, natural selection, environmental changes and impacts, hibernation, deciduous. Charles Darwin, Alfred Wallace, theory, evidence, arguments, support, refute, adapt, evolve, transmutation, creation, extinction, fossil evidence, travel, exploration, science & scientific thinking.
Geography	**Physical Geography:** • To identify and explore the layers of the Amazon rainforest and its vegetation. **Place Knowledge** • To enhance and develop knowledge of Amazon rainforest region in South America. • To understand the human geography of the Amazon region in South America. • To understand geographical similarities and differences through the study of human geography of the United Kingdom and the Amazon region in South America **Human Geography:** • To explore human geography of the Amazon including settlement and land use, economic activity, including trade links, and transport. • To compare human geography of the Amazon with the United Kingdom. • To explore the environmental impact of land use in the Amazon region and the UK.	• To present physical features in the Amazon rainforest using a range of methods, including sketch maps, plans and graphs, and digital technologies • interpret a range of sources of geographical information from primary and secondary sources • communicate geographical information through presentation of information • develop contextual geographical knowledge of the Amazon region as a globally significant place • communicate geographical information through presentation and by writing at length • develop contextual geographical knowledge of the Amazon region as a globally significant place.	Tropical rainforest, eco-system, emergent, canopy, understory and forest floor, layers, vines, vegetation, buttress roots, liana, saprophytes, climate, evaporation, adapt(ed), photosynthesis Physical/Human geography, **farming** – arable, pastoral, subsistent, mono culture, polyculture, deforestation, slash and burn, pesticides, herbicides, genetically modified, organic **Settlement Amazon:** indigenous, villages, cities **Settlement UK** - village, hamlet, village, towns, cities **Traffic infrastructure Amazon:** transport links, rural roads and motorways **Traffic infrastructure UK** -transport links, motorways, roads, public transport (buses, trains – most extensive in the EU, trams – Global – shipping, airports **Natural resources/extractive industries Amazon:** mahogany, gold, Iron ore, copper, manganese **Natural resources/Extractive industries UK** - oil, gas, coal, tungsten, tin

Design Technology	• To investigate existing edible houses. • To design a Christmas gingerbread house. • To use a computer, to design a pattern template and prototype. • To construct a prototype. • To construct and decorate a gingerbread house out of edible resources using a variety of tools. • To evaluate their product against design criteria.	**DESIGN:** - Use research to develop design criteria which will inform the design of an appealing product (Christmas gingerbread house) that is fit for purpose. - To create a prototype and pattern pieces using computer-aided design. **MAKE:** - Select from and use a wider range of tools and equipment to perform practical tasks: cutting, joining and finishing, accurately. - To generate, develop, model and communicate their ideas through discussion, annotated sketches and exploded diagrams - **EVALUATE:** - investigate and analyse a range of existing products - their ideas against their own design criteria and consider the views of others to improve their work - a tools advantages and disadvantages giving reasons based on experience. - their ideas and products against their own design criteria and consider the views of others to improve their work	Product, purpose, annotated sketches, exploded diagrams, flow charts, method, materials, criteria Computer aided design, net, template, prototype, measure, accuracy Health and safety, equipment: rolling pin, knives, baking parchment, baking tray, bake, construct, tools, precision, evaluate. Constructive feedback, review, evaluate, positives and negatives, improve, If I made it again, I would do ….		
ICT	• To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology. • To review children's responsibility to one another in their online behaviour. • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. • To create a formula in a spreadsheet to convert m to cm and apply this to creating a spreadsheet that converts miles to km and vice versa • To use a spreadsheet to work out which letters appear most often. • To use the 'how many' tool. • To use a spreadsheet to work out the area and perimeter of rectangles and use these calculations to solve a real-life problem.	• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour • identify a range of ways to report concern about content and contact. • Select use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information	• SMART online safety • Password • Login • Communicate • Internet • Blog • Password • Login • Communicate • Internet • Blog • Spoof website • Reliable • Spreadsheet • Formulae • How many tool		
French	- To identify what I already know about France and the French language. - To say and write the names of numbers. - To ask and respond to the question 'How old are you?' - To say and recognise the names of the months of the year. - To ask and respond to the question 'When's your birthday?'	- *In English* asking and responding to questions about France and the French language, locating information about France on a Map. - Developing key skills of Speaking and listening in French to make ourselves understood and understand others. - Developing basic skills in reading and writing French	Janvier Fevrier Mars Avril Mai Juin Juillet Aout Septembre Octobre Novembre Decembre Quel age as-tu? J'ai onze ans Et toi? Salut Ca Va Ca va bien Ca ne vas pas 'Quelle est la date de ton anniversaire?' 'le 15 decembre.' 'Mon anniversaire est le premiere favrier.' 'Mon anniversaire est le 12 juin.'	Zero Un Deux Trois Quatre Cinq Six Sept Huit Neuf Dix Onze Douze	treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt vingt et un vingt-deux vingt-trois vingt-quatre vingt-cinq vingt-six vingt-sept vingt-huit vingt-neuf trente trente et un