



## Class Four Curriculum Information Spring 1 2020

### Inventors and Inventions!

This half term Class Four will be learning about the inventions and inventors of ancient Baghdad. We will be writing action sequences based on fantastic inventions and using explanation texts to illustrate how they work.

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"> <li>To consider ways to be stewards of God's Creation.</li> <li>To understand why we are called to Stewardship.</li> <li>To know that God is the Creator and that the Church is called to Stewardship of Creation.</li> <li>To know how we can be good stewards of all the resources entrusted to us.</li> <li>To know what it is to be a good steward.</li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge and understanding of a range of scripture passages</li> <li>Show knowledge and understanding of: <ul style="list-style-type: none"> <li>- a range of religious beliefs</li> <li>- those actions of believers which arise as a consequence of their beliefs</li> </ul> </li> <li>Show understanding of, by making links between: <ul style="list-style-type: none"> <li>- beliefs and sources</li> <li>- beliefs and worship</li> <li>- beliefs and life</li> </ul> </li> <li>Use religious vocabulary widely, accurately and appropriately</li> <li>Compare their own and other people's responses to questions about stewardship.</li> <li>Show understanding of how their own and other's decisions are informed by beliefs and moral values</li> <li>Use sources to support a point of view</li> <li>Express a point of view and give reasons for it</li> </ul>	<ul style="list-style-type: none"> <li>Laudato Si</li> <li>Stewardship</li> <li>Creation</li> </ul>
English	<ul style="list-style-type: none"> <li>Invention Novels</li> <li>Diary writing</li> <li>Action sequences</li> <li>Explanation texts.</li> </ul>	<ul style="list-style-type: none"> <li>In writing action sequences, understand and how the author creates suspense and excitement and use these techniques in our own writing.</li> <li>Draft and write by: <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can be changed to enhance meaning.</li> </ul> </li> <li>Recognising vocabulary and structures that are appropriate for informal writing and explanation texts.</li> </ul>	<ul style="list-style-type: none"> <li>Subject, verb, object</li> <li>Correct verb tense agreement</li> <li>Embedded clauses using relative clauses with relative pronouns.</li> <li>Choosing to remove the relative noun for effect.</li> <li>Draft</li> <li>Edit</li> </ul>
Maths	<ul style="list-style-type: none"> <li>Place value incl. decimals</li> <li>Factors &amp; Multiples</li> <li>Calculating with fractions</li> <li>Percentages of amounts</li> <li>Pie charts</li> </ul>	<ul style="list-style-type: none"> <li>Formal methods in all four operations, including decimals.</li> <li>Mental strategies for efficiency in all four operations.</li> <li>Mathematical reasoning based on the numbers involved in a problem/calculation.</li> <li>Recognising fractions which are equivalent.</li> <li>Fluency of equivalence between %, decimal and fractions.</li> <li><b>**Children MUST know their multiplication and division facts.</b></li> </ul>	<p><b>Place value</b> - units, tens, hundreds, thousands, ten-thousands, hundred-thousands, millions, tenths, hundredths, thousandths and decimals.</p> <p><b>Calculating</b> - 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>
Science	<ul style="list-style-type: none"> <li>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.</li> <li>To recognise that living things produce offspring of the same kind.</li> <li>To recognise variation in the offspring and know that they are not identical to the parents.</li> <li>To recognise inherited and adapted characteristics and how they can lead to variation.</li> <li>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>To know about the work of Charles Darwin and Alfred Wallace and their theory of evolution and natural selection.</li> </ul>	<ul style="list-style-type: none"> <li>By <u>comparing</u> fossils understand about natural processes.</li> <li>To read, spell and pronounce scientific vocabulary correctly.</li> <li>Observe differences and raise questions about shared characteristics and variation within a species.</li> <li>Create tables to record findings and then draw a conclusion based on evidence collected.</li> <li>Think scientifically about the effects of selective breeding, raising questions and engaging in scientific discussion.</li> <li>Make predictions about offspring based on scientific knowledge.</li> <li>Respond to scientific thought in light of scientific evidence.</li> <li>Raise questions about hedgehogs and trees &amp; how they have adapted to the local environment.</li> <li>Compare how animals and plants have adapted to extreme conditions.</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>Examine scientific theories on evolution constructed by Darwin and Wallace and know that scientific theories can change or be adapted based on evidence.</li> </ul>	<p>Fossil, prehistoric, sediment, mould, cast.</p> <p>Evidence - remains of plants, animals &amp; proof e.g. footprint, faeces.</p> <p>Inheritance, animals, plants, humans, parent, offspring, similarities, differences, characteristics, variation, selection.</p> <p>Adaptation, survival, evolve, natural selection, environmental changes and impacts, hibernation, deciduous.</p> <p>Charles Darwin, Alfred Wallace, theory, evidence, arguments, support, refute, adapt, evolve, transmutation, creation, extinction, fossil evidence, travel, exploration, science &amp; scientific thinking.</p>



History	<ul style="list-style-type: none"> <li>To locate Baghdad on a world map.</li> <li>To name, locate Baghdad's rivers, oceans and neighbouring countries.</li> <li>To identify recent social history of Baghdad by focusing on cultural, economic, military and political events.</li> <li>To understand methods of historical enquiry, how evidence is used to make historical claims (such as those about BAGHDAD AD900)</li> <li>To sequence events chronologically and identify where the Golden Age fits into a chronological framework of world events</li> <li>To know what was invented during the golden age and the impact on people's lives. To understand the legacy of the Golden age inventions, how these were developed and how they are still used.</li> <li>Sequencing events (such as inventions) and periods through the use of appropriate terms relating to the passing of time.</li> <li>To compare and contrast events (happening worldwide) during the same time period.</li> <li>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past often exist, giving some reasons for this (e.g. what evidence do we have, why was it created, and what does it tell us?)</li> <li>To use sources of information to depict the Siege of Baghdad.</li> </ul>	<ul style="list-style-type: none"> <li>Research and investigative skills using technology to support own learning.</li> <li>To define new terminology</li> <li>To enquire what we may see or read (primary and secondary sources).</li> <li>To research inventors and inventions.</li> <li>Present information/fact file in groups.</li> <li>Analyse connections, trends and contrasts over time</li> <li>To compare and contrast the events with another time period.</li> <li>To understand, take notes and present information.</li> <li>To identify primary and secondary resources.</li> </ul>	<p>culture, economic, political events, Baghdad, Tigris, Euphrates, Iraq, Islam, Middle East, timeline, Early Islamic Civilization, Islam, power, monarchy, diplomacy, Empire, philosophy, House of Wisdom, scholar, medicine, algebra, optics, scholars, cauterisation, civilisation, Al-Zahrawi, Muhammad ibn Zakariya Razi, Renaissance, destruction, Mongol, unrivalled, Cairo, Muslim,</p>
Art	<ul style="list-style-type: none"> <li>To investigate logos including charity logos and compare them to religious symbols.</li> <li>To understand printing and experiment with different types (e.g. roller, stamp, the use of poly-blocks, relief, impressed, mono and resist printing.)</li> <li>To improve their mastery of printing techniques.</li> <li>To design own logo, developing a simplified printing motif, linking to RE topic of Stewardship.</li> <li>To create tiles for printing, using positive and negative prints.</li> <li>To experiment with colour mixing and printing techniques to discover which is the most effective.</li> <li>To build up layers and colours/ textures.</li> <li>To print final design for logo, using a combination of printing techniques.</li> <li>To use rollers and printing ink to print image repeatedly.</li> <li>To discuss and evaluate own design and that of others and suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>Investigating, observing, comparing, annotating</li> <li>Experimenting with different types of printing, evaluating</li> <li>Designing, drawing, creating, making,</li> <li>Experimenting with colour mixing, printing, applying knowledge of colours/ textures</li> <li>Printing, experimenting with rollers</li> <li>Discussing, evaluating, suggesting improvements</li> </ul>	<p>image, layers, colours, textures, techniques, printing, roller, stamp, relief, poly-block, resist, relief, impressed, mono, positive, negative</p>
ICT	<ul style="list-style-type: none"> <li>To learn how to search for information in a database.</li> <li>To contribute to a class database.</li> <li>To create a database around a chosen topic.</li> <li>To learn how to search the internet in a safe and reliable way.</li> </ul>	<ul style="list-style-type: none"> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>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</li> </ul>	<p>Database, branching database, sorting, searching, graph, table, tabs, errors, safe searching, reporting, variables, input, output.</p>
Music	<ul style="list-style-type: none"> <li>To begin to develop an understanding of the history of music and different musical eras.</li> <li>To use vocabulary to describe the mood of music of selected great composers.</li> <li>To listen with attention to detail and recall sounds with increasing aural memory.</li> <li>To listen to and compare music drawn from different traditions and from great composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>Listening, appraising, recalling facts, performing</li> </ul>	<ul style="list-style-type: none"> <li>Baroque, 20<sup>th</sup> century, romantic, contemporary, dynamics, timbre, texture, tempo, pitch, duration, instrumental, vocal, Handel, Holst, Wagner, Vangelis, Pachelbel. Strauss.</li> </ul>



	<ul style="list-style-type: none"><li>• To begin to appreciate and understand a wide range of high-quality recorded music.</li><li>• To evaluate the music of different composers, identifying what makes their music effective.</li></ul>		
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