



## Class Four Curriculum Information Spring 2 2020

### Heroes and Villains

This half term Class Four will be learning about heroes and villains, we will be focusing on heroes and villains in classic literature - Macbeth amongst others. Our Class novel is 'Pig Heart Boy' by Malorie Blackman. We will be discovering heroes and villains within our bodies and the impact diet, exercise and drugs can have as well as how our circulatory system works. We will also be learning to navigate using the points of a compass and developing our map reading skills to successfully take on an orienteering challenge towards the end of this half term. 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 know that Jesus' miracles led many to believe he was the Son of God. To reflect on what this means for us.</li> <li>To understand why Jesus washed the disciple's feet and to reflect on the meaning this has for us.</li> <li>To know about the Passion and Death of Jesus and reflect on its importance for us.</li> <li>To understand and reflect on what the resurrection of Jesus means for us.</li> <li>To understand the importance of listening to God and acting on what he says.</li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>Show knowledge and understanding of: <ul style="list-style-type: none"> <li>- those actions of believers which arise as a consequence of their beliefs</li> <li>- what it means to belong to a church community</li> <li>- religious symbols and the steps involved in religious actions and worship,</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>Show understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>	<ul style="list-style-type: none"> <li>Miracles, Easter, Maundy Thursday, servant, service, Passion, crucifixion, resurrection, Nicene Creed</li> </ul>
English	<ul style="list-style-type: none"> <li>Classic Fiction</li> <li>Poems with imagery</li> <li>Information hybrid text</li> </ul>	<p><u>Classic Fiction</u>  <u>The children will be working toward their own retelling of the story using:</u></p> <ul style="list-style-type: none"> <li>Archaic language (the language of William Shakespeare)</li> <li>Reporting clauses</li> <li>Rhetorical questions</li> <li>Dialogue</li> <li>Adverbial phrases</li> <li>Vocabulary and sentence structure chosen to create an effect.</li> <li>Range of tenses</li> </ul> <p><u>Poems with imagery</u></p> <ul style="list-style-type: none"> <li>Learning a poem by heart.</li> <li>Preparing their own poems to read aloud and perform using dramatic effects.</li> <li>Listen to, read and discuss a range of poetry.</li> <li>Explore poems in groups and deepen comprehension through discussion.</li> <li>Discuss and evaluate how poets use language including figurative language, considering the impact on the reader.</li> </ul> <p><u>Information text</u></p> <ul style="list-style-type: none"> <li>Combine text-types to create hybrid texts, for example including persuasive speech.</li> <li>Evaluate, select and use a range of organisation and presentational devices for a specific purposes and audience.</li> <li>Explore and collect vocabulary typical of formal and informal speech and writing.</li> <li>Evaluate and improve performances of compositions focusing on: <ul style="list-style-type: none"> <li>- intonation and volume.</li> <li>- gesture and movement.</li> <li>- audience engagement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Synonyms</li> <li>Antonyms</li> <li>Past perfect tense</li> <li>Passive form</li> <li>Clauses: <ul style="list-style-type: none"> <li>Adverbial - time, place</li> <li>Reporting - where you indicate that you are talking about what someone thought or said.</li> </ul> </li> <li>Metaphor</li> <li>Simile</li> <li>Personification</li> <li>effect</li> <li>colons</li> <li>bullet points</li> <li>captions</li> <li>layout</li> </ul>



Maths	<ul style="list-style-type: none"> <li>Mental and written division</li> <li>Mental and written multiplication</li> <li>Mental and written addition and subtraction</li> <li>Geometry - angles, Statistics - line graphs</li> <li>Ratio and proportion</li> </ul>	<ul style="list-style-type: none"> <li>To apply knowledge of all four operations to solve calculations, problems and puzzles involving all aspects of mathematics.</li> <li>To use chunking and short methods of division.</li> <li>To use grid and formal method of multiplication</li> <li>To recognise the numbers involved in a calculation and decide whether to solve it mentally or not.</li> </ul> <p>Reasoning:</p> <p>To consistently apply the thought processes of:</p> <ul style="list-style-type: none"> <li>✓ What am I being asked to find out?</li> <li>✓ What do I know for sure?</li> <li>✓ What are the numbers involved?</li> <li>✓ What steps do I need to take to solve this?</li> <li>✓ What maths do I need to apply and if I know that what else do I know?</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> <p><b>Division:</b> 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)</p> <p><b>Multiplication</b></p> <p>lots of, groups of, times, multiply, multiplication, multiplied by, multiple of, product, once, twice, three times..... ten times as (big, long, wide etc.) inverse, finding all possibilities, variables, enumerate, combinations</p>
Science	<ul style="list-style-type: none"> <li>To identify and name the main parts of the human circulatory system.</li> <li>To describe the functions of the main parts of the circulatory system.</li> <li>To describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>To recognise the impact of diet and exercise on the way the body functions.</li> <li>To recognise and explain the impact of drugs on the way the body functions.</li> <li>To identify scientific evidence that has been used to support or refute ideas or arguments in the context of changing attitudes to smoking.</li> <li>I can describe how scientific evidence highlighted the dangers of smoking.</li> </ul>	<ul style="list-style-type: none"> <li>To read, spell and pronounce scientific vocabulary correctly.</li> <li>To generate and explore scientific questions in order to understand how the circulatory system enables the body to function</li> <li>Working scientifically:</li> <li>Plan scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>Take measurements, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Record data and use scientific diagrams and labels, tables and line graphs.</li> <li>Use test results to make predictions and to set up further comparative and fair tests</li> <li>To explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</li> <li>To identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p>-</p>	<p>System, human, body, circulatory, circulation, skeletal, muscular, digestive, organs, parts, heart, lungs, blood vessels, aorta, atrium, ventricle, artery, vein, pulmonary, superior vena cava, inferior, pulmonic, aortic valve, trachea, bronchus, bronchiole, diaphragms, air sacs, alveoli, capillary, intercostal muscles and ribs.</p>
Geography	<ul style="list-style-type: none"> <li>To follow and give directions using the points on the compass.</li> <li>To draw a map between two places within the school grounds using scale 1cm:1m and compass points</li> <li>To understand scale on an OS map.</li> <li>To recognise and use symbols from an OS map.</li> <li>To follow directions on an OS map which include: scales, 6-digit grid references and map symbols to solve a treasure hunt.</li> <li>To follow directions using the cardinal points of a compass.</li> <li>Orienteering challenge -To apply ap and compass skills in context.</li> </ul>	<ul style="list-style-type: none"> <li>Use the eight points of a compass</li> <li>Use the cardinal points of a compass</li> <li>To use four and six-figure grid references, symbols and key using an Ordnance Survey map to build their knowledge of the local area.</li> <li>To use knowledge of compass points and map reading skills to complete an orienteering challenge successfully. (Beacon Fell)</li> </ul>	<p>Compass, degrees, turns, full, half, quarter, eighth North, South, East, West, North East, South East, South West, North West, scale metres, centimetres. OS map, symbols, scale, 4-digit &amp; 6-digit references</p>



Design Technology	<ul style="list-style-type: none"> <li>To research models of healthy eating - the 'eat well plate'.</li> <li>To understand what food hygiene is</li> <li>To research influential chefs and reflect upon their impact and influence.</li> <li>To consider a design brief and design a product (a meal with a given criteria)</li> <li>To prepare and plan a product</li> <li>To evaluate a product</li> </ul>	<p><b>DESIGN:</b></p> <ul style="list-style-type: none"> <li>List tools (and utensils) needed before starting the activity.</li> <li>Plan the sequence of work.</li> <li>Record ideas using annotated diagrams.</li> <li>Use drawings to help formulate ideas.</li> <li>Devise step by step plans which can be read/followed by someone else (such as a recipe).</li> <li>Sketch and model alternative ideas.</li> <li>Decide which design ideas to develop.</li> </ul> <p><b>MAKE:</b></p> <ul style="list-style-type: none"> <li>Make prototypes.</li> <li>Develop one idea in depth.</li> <li>Use researched information to inform decisions.</li> <li>Produce detailed lists of ingredients and tools (utensils).</li> <li>Select from and use a wide range of tools (utensils).</li> <li>Use appropriate finishing techniques for the dish.</li> <li>Refine their product - review and rework/improve</li> </ul> <p><b>EVALUATE:</b></p> <ul style="list-style-type: none"> <li>Consider user and purpose.</li> <li>Identify the strengths and weaknesses of their design ideas.</li> <li>Give a report using correct technical vocabulary.</li> <li>Consider and explain how the finished product could be improved related to design criteria.</li> <li>Discuss how well the finished product meets the design criteria of the user. Test on the user!</li> <li>Understand how key people have influenced design.</li> </ul>	<p>Product, purpose, annotated sketches, method, materials, criteria</p> <p>recipe, prototype, measure, accuracy</p> <p>Health and safety, food hygiene equipment vocabulary including knives, chopping boards etc.</p> <p>Constructive feedback, review, evaluate, positives and negatives, improve, If I made it again, I would do ....</p>		
ICT	<ul style="list-style-type: none"> <li>To evaluate existing games and choose a setting.</li> <li>To create a game environment.</li> <li>To create a game quest.</li> <li>To finish and share a game.</li> <li>To evaluate theirs and peers' games.</li> </ul>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals</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</li> </ul>	<p>Review, analyse, screen shot, program, design, theme, scoring, avatar, sprite, 3d, animations, sounds, share, evaluate, debug.</p>		
French	<ul style="list-style-type: none"> <li>To say and recognise the names of colours in French.</li> <li>To say and recognise the names of the days of the week.</li> <li>To learn to order French breakfast foods.</li> <li>To ask and respond to the question 'What do you like to eat?'</li> <li>To introduce the different foods for French family meals.</li> <li>To learn Easter vocabulary and to produce an Easter card in French.</li> </ul>	<ul style="list-style-type: none"> <li>Developing key skills of Speaking and listening in French to make ourselves understood and understand others.</li> <li>Developing basic skills in reading and writing French</li> </ul>	<p>Rouge Blanc Bleu Orange Rose Jaune Vert Noir Brun Violet</p> <p>Quel jour sommes-nous? Aujourd'hui c'est...</p>	<p>lundi mardi mercredi jeudi vendredi samedi dimanche</p>	<p>Café Thé Chocolat chaud Jus de pomme Jus d'orange Pain au chocolat Croissants Crêpes Confiture/beurre/Nutella Le pain Le poisson</p>