
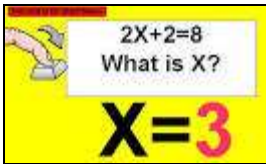






# Class 4 Curriculum Autumn 2020

|   | <b>AUTUMN 1</b>  | <b>AUTUMN 2</b>   |
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| <b>SUBJECT</b>  | <b>School Theme:</b>   | <b>Brilliant Books</b>  |
| <p style="text-align: center;"><b>LITERACY</b></p> <p>In addition to the themes covered here, we will be constantly improving our comprehension and inference skills using written comprehensions, guided reading sessions and group discussion.</p>  | <p><b>Book Focus:</b><br/><b><u>Mortal Engines / My Diary - the Titanic</u></b></p> <p>We will be focusing on improving our descriptive and creative writing skills in both prose and poetry, using the Philip Reeves' futuristic story, <i>Mortal Engines</i>, and a personal tale of the tragedy of the Titanic disaster in <i>My Diary - Titanic</i>.</p> <p>We will be writing a narrative poem about the Titanic and creating our own mini <i>Mortal Engines</i> side story, focusing on atmosphere and dramatic effect.</p> <p><b><u>Spelling, Punctuation and Grammar -</u></b><br/>As spelling, punctuation and grammar is now an important element of the curriculum, and is also tested during SATs in summer, we will be looking at new grammar rules (year 5), revising our grammar skills (year 6) and examining previous test papers to increase our confidence when tackling the SATs Spelling, Punctuation and Grammar paper (which contains its own idiosyncrasies and particular way of answering the questions successfully). We will also, of course, focus on the real reason we are studying English grammar - to be successful, accurate, lively and interesting writers.</p> | <p><b><u>Stories from English Literature</u></b><br/>Nearer Xmas, we will be reading the classic story, <i>Scrooge</i> by Charles Dickens, and producing our own Victorian diary based on the events <i>Scrooge</i> experiences on Christmas eve.</p> <p><b><u>Poetry:</u></b><br/>We will create some poems using metaphor and simile in relation to ancient standing stones, and revolving around the theme of 'eyes' linking in with some artwork we are going to produce.</p> <p><b><u>Formal Letter Writing</u></b><br/>We will learn to write in a formal and informal manner, We will learn to write a formal letter of complaint, and find out about persuasive techniques in writing. We will discuss the ways in which we can adapt our writing in relation to the level of formality required to meet its purpose.</p> |
| <p style="text-align: center;"><b>NUMERACY</b></p> <p>We will walkthrough weekly arithmetic homework every Thursday morning.</p>   | <p><b>Maths planning based around the White Rose Maths Mastery Plan for mixed years groups.</b></p> <p>Place Value<br/>Four Operations<br/>Statistics<br/>Measurement – Perimeter , Area and Volume</p> <p>We will use our mastery approach, whereby the children will take more ownership of their learning by selecting the appropriate level of challenge - along with guidance from the teacher.</p> <p>In addition, we will be focusing weekly on strong arithmetic skills, choosing an appropriate formal method and a range of efficient approaches to solve, for example, a percentage problem- with learning quick times tables recall an essential requirement of year 5 and 6 maths fluency.</p>  |   |



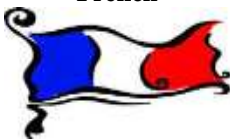


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|   | <p><b><u>From Stone Age to Iron Age:</u></b><br/>         We will investigate the 'Pre-history' of Britain - looking at Skara Brae and Stonehenge, it's construction and purpose.</p> <p><b><u>The Iron Age -</u></b><br/>         We will be looking at tools and technologies, and how they compare to today's technology.</p>  |    |
| <p><b>RE</b></p>         | <p>We will be combining our terms RE lessons into two weekly blocks this term, one before half term and one after.</p> <p>We will carry out in-depth learning, utilizing deep thinking and philosophical and theological skills based around two specific RE based questions.</p> <p>We will use a cross curricular approach, applying literacy, art , history and geographical skills to our 'big question' where appropriate.</p>   |  |
| <p><b>SCIENCE</b></p>  | <p><b><u>Earth and Space -</u></b><br/>         We will be investigating our own solar system We will find out the mechanisms which result in earth having day and night, and find out just why we have a leap year every 4 years. We will look at those questions which keep us awake at night - why don't we fall off the earth if it is spinning, what is gravity, why do I weigh less on the moon?<br/>         We will use our literacy skills to gather all this information together and producing a detailed explanation text about earth and our solar system.</p> | <p><b>Forces:</b><br/>         We will also take an introductory look at Newton's laws of motion and how they describe the forces which will be important in such a trip.</p>  |
| <p><b>GEOGRAPHY</b></p>   |    | <p><b><u>Maps and Mapping</u></b><br/>         We will be studying maps, atlases and globes and the skills needed to read and design them, along with learning about computer mapping, and creating our own map of Wreningham.</p> |

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| <p style="text-align: center;"><b>ART</b></p>               | <p><b><u>Watercolour and Pastel</u></b></p> <p>We will learn to use pastel to create dramatic skies and combine this effect with photography and decoupage to create a standing stones piece of art work in conjunction with personification poetry.</p>  | <p><b><u>Eyes to the Soul</u></b></p> <p>We will learn techniques in drawing eyes and our artwork will reflect themes related to eyes and what they can show both physically and in a more abstract way.</p>   |
| <p style="text-align: center;"><b>MUSIC</b></p>             | <p>We will be listening to The Planets suite by Holst and thinking about how each planet is represented, and discussing differences between each piece.</p> <p>We will use the Charanga music scheme to investigate the following songs:<br/><b>'Happy' - genre: Pop/Neo Soul</b></p> <p>We will be learning and performing nativity songs if the current situation allows.</p>                   |  |
| <p style="text-align: center;"><b>MFL<br/>French</b></p>  | <p><b>Salut Gustave!</b></p> <p>Greet people &amp; give personal information;<br/>Ask and talk about sisters/brothers;<br/>Say what people have and have not using 3rd person avoir;<br/>Say what people are like using 3rd person être including negatives.</p>  | <p><b>À l'école!</b></p> <p>Name school subjects;<br/>Talk about likes and dislikes at school;<br/>Ask and say the time;<br/>Talk about timings of the school day</p>  |
| <p style="text-align: center;"><b>PE</b></p>              | <p>In the first half of this term, we will be building upon and developing high level skills in tag rugby and using the 'Real PE' skills based scheme.</p> <p>We will be setting personal bests across a range of indoor athletics events and matching these against the British Athletics awards tables.</p> <p>At present, swimming will not be taking place due to the Covid-19 situation.</p> |  |
| <p style="text-align: center;"><b>Computing</b></p>       | <p><b><u>Safe Internet and Coding</u></b></p> <p>We will be refreshing our safe internet use skills, and developing more complex programming skills using the Scratch programming language.</p> <p><b><u>Web Design:</u></b></p> <p>We will be looking at the code behind web pages and how to design our own webpage.</p>  | <p><b><u>Computational Thinking:</u></b></p> <p>We will be writing programs efficiently, avoiding duplication of code and reusing procedure.</p> <p>We will design and code our own interactive classic text adventure game. using our Scratch skills.</p> |

## Class 4 Curriculum

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# Essential Information for Class 4 for 2020/21 Academic Year

### **Covid-19 Arrangements for Class 4:**

1. **PE:** Children **MUST** arrive in school on Monday and Friday in their PE kit as we will not be changing clothes in school during this time. It is essential that a warm sweatshirt/tracksuit/hoodie is brought if needed during colder weather as we will be outside if at all possible.
2. **Morning Arrival:** It is essential that children adhere to the 8:50 arrival time in the morning to avoid contact with the Class 3 bubble.

When arriving, children must not enter the classroom, but sit down in the pavilion until asked to enter the class when the teacher has ensured Class 3 have vacated the cloakroom. Children will be called over in rows, to enable hand washing **BEFORE** sitting down at their desks.

### **Homework Expectations in Class 4:**

1. **Reading Records** must be brought to school in on Monday morning for checking.

Each child is expected to read three times a week, with a minimum of three 10 quality-minutes worth of reading. A parent signature and a comment is needed against each read - please get involved in what your child is reading; find out about the story and ask questions - this is the expectation in Class 4.

2. **Arithmetic and Spellings** : These will be given out weekly on Thursday (also on school Class 4 webpage) and **MUST** be brought in on time, on the following Wednesday, in the plastic wallet provided. **This is imperative**, as it will be used within the class lesson.

**Weekly Spelling Test - Thursday morning**