

# Overview of Our Learning

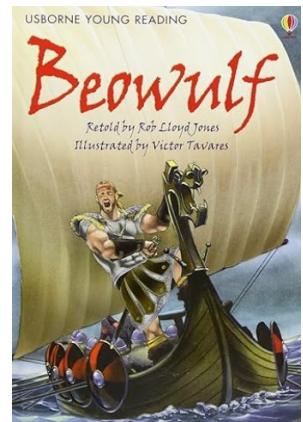
## Year 4: Term 3

### English

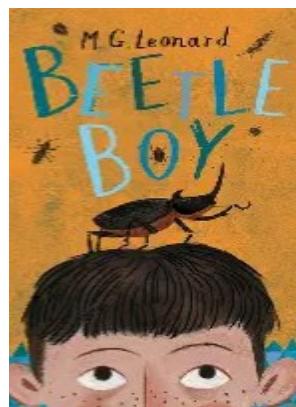
**Class text:** 'Beowulf' retold by

Rob Lloyd Jones

**Writing:** We will be focusing on transcription (spelling and handwriting) and composition (articulating ideas and constructing them through writing).



**Class novel:** 'Beetle Boy' by M.G Leonard



**Reading:** We will be working on developing the key learning behaviours of active listening, discussing and explaining ideas enabling children to take responsibility for their own learning. They will also develop their skills in summarising, clarifying, predicting,

### French

**Focus: My Family**

**'Ma Famille'**

Children will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in French.

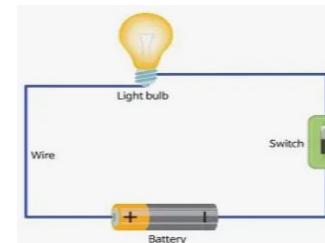


### Science

**Focus: Electricity**

**Key Question:**

What makes a circuit?



Children will learn to:

- Define what an electrical appliance is and identify those that are mains or battery powered
- Identify different circuit components and explain what they do
- Build series circuits, identifying and explaining whether they are complete or incomplete
- Explain what electrical conductors and insulators are and give several examples of these
- Identify several different switches and explain how switches work in a circuit
- Apply their knowledge of electricity to different situations. electricity renewable and non-renewable

**Scientific Enquiry:**

- Identify the variables in an investigation
- Make observations and conclusions
- Be able to answer questions based on their learning

### Computing

**Focus: Writing for different Audiences**

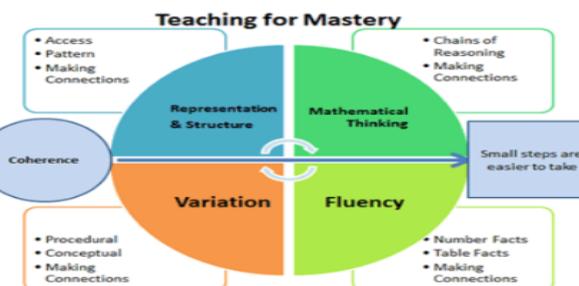
Children will use 2Simulate to support learning that technology can be used to organise, re-organise, develop, and explore ideas, and that working with information in this way can aid understanding.



### Maths

**Focus: Number**

Multiplication and Division



We will be using the 'Maths Mastery' approach which enables all children to have access to resources supporting their differing learning styles.

### Physical Education

**Focus: Dance and Dodgeball**



**Dance:**

Children will learn to:

- Perform dances using a range of movement patterns

**Dodgeball:**

Children will learn to:

- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.



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### Art and Design

Focus: Mosaics

**Artists:** Caroline Jariwala, Elaine M Godwin, Gaudi, Isaiah Zagar

**Media:** ceramic tiles, paper, natural materials, rubbish

**Skills:** sticking, cutting, placing, polishing



### Music

Focus: Pink Panther Theme

Children will learn about film themes and how they set the mood for the telling of the film's story. The theme tune to The Pink Panther by Henry Mancini provides the foundation for exploring musical storytelling through listening and composing activities.



### Humanities (Geography)

Focus: Climate Zones, Biomes and Hemispheres

**Key Question:**

Where in the World?



Children will:

- Take a closer look at where the countries of the world are located, and ways geographers describe locations
- Locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics
- Look more closely at the lines of longitude, developing their understanding of time zones

### Religious Education

Focus: Christianity

**Key Question:** How and why do people mark the significant events of life?



### Design and Technology

Aspect of DT: Electrical Systems

Focus: Simple Circuits and Switches

Children will design, make and evaluate a reading nightlight.



### Wellbeing Curriculum

Focus: 'Safe in the World' including RSHE



**Empowerment approach running throughout:**

- NEUROPLASTICITY. GOALS: For children to understand the building of the brain and neuroplasticity
- OUR THREE BRAINS. For children to understand that we have different parts of the brain that look after our body, our feelings and areas that help us to think and learn at our best
- OUR NEEDS. For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good
- STRESS RESPONSE. For children to understand that when our needs are not met, they become stressors and we can experience a stress response
- HELPING PEOPLE IN A STRESS RESPONSE. For chil-

### 'Chantry's Creativity Curriculum'

**Creative Habit Focus - 'Persistent'**



**This includes:**

- Sticking with Difficulty
- Tolerating Uncertainty
- Daring to be Different