

## Curriculum Information

Term: Autumn 1    Year: 4 Swans



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|--|---|---|--|
| Inspiration/Theme:<br><b>To Infinity and Beyond</b>  |   | Curriculum Driver:<br><b>STEM</b>   | Outcome of learning:<br>Invite parents in to watch a moon buggy race   |
| Core texts/artefact/film   | Provocation -Inspire, Immerse   | Display outcomes  | Topic specific speaking frames   |
| <p><b>Core text: Cosmic</b></p>  <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> | <p><u>Hook/Super Starter</u><br/>Creating the solar system</p> <p><u>Trips/Visitors/ Marvellous Middle</u><br/>Share Rocket poems with KS1</p> <p><u>Celebration/Fabulous Finish</u><br/>Moon buggy race</p>                  | <p>Children published persuasive leaflets about a theme park ride</p> <p>Create exciting poems about space to share with KS1</p> <p>Moon buggy race</p>   | <p><b>The language of describing</b><br/>It looks/feels/tastes/sounds/smells like .....<br/>It appears to be.....because.....<br/>It seems to be like.....because.....<br/>I think it looks like.....because.....<br/>It reminds me of.....because.....<br/>In comparison to.....</p> <p><b>The language of comparison</b><br/>X and y are similar because.....<br/>One similarity between.....and.....is that.....<br/>A difference is.... A further difference is....</p>  |
| Topic Table  | Role play   | Maths Challenge table   | Home School Links  |
| <p><u>Key questions</u><br/>Will it ever be possible to live in space?<br/>What happens when you throw an object in space?<br/>Can you hear in space?<br/>What is sound?<br/>What is space?</p> <p><u>Key images/artefacts</u><br/>Variety of pictures of rockets<br/>Telescopes<br/>Meteorites/ moon rock<br/>Planets</p> <p><u>Key vocabulary</u><br/>Astronaut, planet, rocket, gravity, space, atmosphere, meteorite, comet, galaxy, moon, asteroid</p>  | <ul style="list-style-type: none"> <li>Rocket Ship – children will role play</li> <li>being in a rocket and use the senses to describe what it is like, write letters home to family</li> <li>Count down sequences</li> </ul> | <p><u>Key questions</u><br/>Which is the biggest/smallest?<br/>What do we already know?<br/>Can you order these numbers?<br/>This theme park had X....this had Y, which had more/less?</p> <p><u>Key images/artefacts</u><br/>Dienes<br/>100 square<br/>Place value cards/display<br/>Words problems</p> <p><u>Key vocabulary</u><br/>Addition, subtractions, rounding, more than, less than, plus, minus, sequence, balance, equations, equals</p> | <p>Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday. You can also find a range of ways to support your child with their home learning on our school website, <a href="http://www.rivermead.wilts.sch.uk">www.rivermead.wilts.sch.uk</a> all of which have been carefully selected to support your child.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.</p> <p><b>P.E Kit:</b> Please keep your child's PE kit in school all week. It is essential that they have outdoor shoes to take part in outdoor PE learning activities. They may also wish to have jogging bottoms. PE is on Mondays and Wednesdays.</p> |

| English   | Maths  | Science  | PE   |
|---|--|--|--|
| <p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will be writing a persuasive text to create a leaflet for their own theme park</li> <li>Children will be looking at poetry and writing our own, focusing on senses and emotions when on a ride at a fair/theme park</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify how authors use language for description</li> <li>Identifying features of persuasive writing</li> <li>Assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>Select effective vocabulary to compose poetic sentences</li> </ul> | <p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will be learning to order, compare and round numbers within 10000</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Count in Thousands, Hundreds, Fifties, Twenty-fives, Tens and Ones</li> <li>Compare and order numbers up to 10000</li> <li>Round numbers to nearest 10/100/1000</li> <li>Addition and subtraction within 10000</li> </ul> | <p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will understand how sound travels and the patterns in pitch</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Recognise that sounds get fainter as the distance from the sound source increases</li> </ul> | <p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn to throw and catch accurately in basketball and netball</li> </ul> <p><b>Key Skills:</b></p> <p><b>Physical literacy</b></p> <p><b>Throw:</b> perform a correct technique for over arm throw using 1 hand. Accurate direction and varying distance.</p> <p><b>Catch:</b> combine catching with running/jumping/bending.</p> <p><b>Healthy, Active, Safe Lifestyles</b></p> <p>Know how to record and monitor how I am working including taking my own pulse. Know how often and for how long I should exercise to be healthy. I have a good understanding of making healthy lifestyle choices.</p> |
| Art   | RE   | Music  | Geography/History  |
| <p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Create different types of line</li> <li>To understand the term 'space' and how to apply this to show perspective in our final art piece.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Exploring patterns and space with different pencils, chalk, pastel, crayon, different paper and shape. Evaluation of their final piece</li> </ul>  | <p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will be able to consider and answer the question: What makes 'Community'</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understand and respect the viewpoints and religions of others.</li> </ul>  | <p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will compose a piece of music to share with an audience</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Learn to play simple chords</li> <li>To maintain rhythm</li> </ul>  | <p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn to describe locations on a map using a grid reference</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>To use four figure grid references (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>   |
| Computing   | PSHEE  | DT   | MFL  |
| <p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Consider online messages from other children and how this makes them feel</li> <li>Identify actions that will make them Up standers in the face of cyberbullying.</li> </ul>  | <p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create a class charter, displayed in classroom and begin to be able to manage behaviour in different situations</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understands how others behaviour impacts on me and how to manage the situation.</li> <li>Applies the school rule and the charters.</li> </ul>                          | <p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create a moon buggy to race against the class</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Generate and develop ideas through discussion and annotated sketches</li> <li>Select from a range of tools and equipment to perform tasks such as cutting, shaping, joining and finishing beginning to focus on accuracy</li> <li>Carry out simple tests and evaluate the effectiveness of their products against the design criteria and consider how they could improve their work</li> </ul>  | <p><b>Outcome of learning:</b></p> <p>This term, year 4 children will be revising basic "getting to know you" phrases, such as Where do you live, what is your name? and "How old are you?"</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Name different members of the family using "j'ai" and words from family and extended family</li> <li>Ask and answer "Do you have brothers and sisters?"</li> <li>Count to 15</li> </ul>   |