Curriculum Information
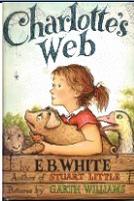
Term: Autumn 2   Class/Year Group: 4 Swans

Inspiration/Theme: Charlotte's Web	Curriculum Driver: English/Geography	Outcome of learning: Narrative based on Charlotte's Web

Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
Core text: Charlotte's Web **Reading Skills** • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising these	Hook/Super Starter Creating Charlotte's barn in the reading area Trips/Visitors/Marvellous Middle Farm visit/Food entrepreneurs Celebration/Fabulous Finish Story and Snack with parents	Some children's writing to be displayed after publishing on Topic board Art work inspired by nature Reading Area to be reflective of the story and have a variety of books on display to encourage reading	The language of describing It looks/feels/tastes/sounds/smells like .... It appears to be...................because............................ It seems to be like.................because........................... I think it looks like...............because........................... It reminds me of.................because......................... In comparison to.....................................

Topic Table	Reading Area	Maths Challenge table	Home Learning
Key questions What if no one ate meat? Would you stand up for what you believe in? Key images/artefacts Spider webs, food packaging for determining content and where it may have come from,	Key questions Ch 1 p2 – why do you think the author starts introduces 'him' straight away? What impact does this have on the reader? Ch 3 What effect does this description have on the reader? Key images/artefacts Different front covers, images from the film, farm items Key vocabulary Web, habitat, arachnid, classification, carnivore, omnivore, herbivore, radiant, terrific, runt Opportunities for active learning Maths word problems linked to farms	Key questions How many different ways can you think of to solve…? What could the story be for…? Key images/manipulatives Examples of bar models Dienes 100 square Place value cards/display Key vocabulary Multiple, factor, prime number, multiply, times, divide, share, group, equation, commutativity	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, www.rivermead.wilts.sch.uk all of which have been carefully selected to support your child. 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. Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log. **P.E Kit:** 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

English	Maths	Science	PE
Outcome of learning: Children will write a story linked to Charlotte's web with the title 'Charlotte's babies – what happens next?' The children will share their stories with Year 2 Key Skills: • Plan their writing by: o Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar o Discussing and recording ideas • Draft and write by: o Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) o Organising paragraphs around a theme o In narratives, creating settings, characters and plot • Choose appropriate vocabulary for audience	Outcome of learning: Children will learn strategies for multiplying and dividing by 6, 7, 9, 11 and 12. Children will use these strategies to help solve word problems Key Skills • Calculate multiplication equations using the multiplication facts that they know. • Understand the difference between sharing and grouping • Understand the commutative law in multiplication. • Solve problems involving multiplication and division.	Outcome of learning: Children will learn to use classification keys for a range of animals Children will create a flow chart on the computer Key Skills: • Identify and name a variety of living things in the local and wider environment, using classification keys to assign them to groups • Recognise that environments can change and that this can sometimes pose dangers to living things • Recognise that living things can be grouped in a variety of ways	Outcome of learning: To practise our running and jumping skills through Tag rugby Key Skills: • **Running:** perform correct arm and leg action for a varying speed and distance run. • **Jump:** Combine a controlled jump with another movement (e.g. jumping and catching, jumping and throwing) • **Whole Child** Take responsibility for safety getting and putting away equipment

Art	RE	Music	Geography/History
Outcome of learning: Children will create collage in picture of animal from leaves/outdoor items Key Skills: • Explore ideas and work by artists • Experiment with a variety of materials • Create and experiment with texture • Create a final piece of art work	Outcome of learning: Children will be able to describe some of the key beliefs of Christians Key Skills: • Understand some reasons why Christians think Jesus is inspirational. • Describe and explain some examples of the life and teaching of Jesus • Identify links between events and key Christian festivals • Begin to understand how Christians express their ideas about Jesus in worship, the arts and music	Outcome of learning: In Music children will be preparing songs for our Christmas presentation in December. We will increase our skills playing together on the Treble and Descant Recorders and the Ukulele. Our music listening will be linked to the 10 pieces repertoire. Key Skills: • Listening/Performing • (Composing –'sound pictures 'Charlotte's web') • Music Listening • Two at a Time/Really Easy Duets	Outcome of learning: Children will learn to make comparisons between a location in North America and Trowbridge Key Skills: • To locate continents, countries and major cities, using their key physical and human characteristics • To recognise different environmental regions

Computing	PSHEE	DT	MFL
Outcome of learning: Children will create a FlowGo project to control a zebra crossing and bridge lights Key Skills: • Create algorithms to operate physical systems	Outcome of learning: Children will price up the ingredients for a snack and consider how they can make healthy choices Key Skills: • Recognise that they are capable of making their own lifestyle choices • Understands what influences people to spend or save • understands why people spend or save	Outcome of learning: Children will create a snack inspired by farm food Key Skills: • Generate and develop ideas through discussion and annotated sketches • Prepare and cook predominantly savoury dishes using appropriate ingredients and equipment	Outcome of learning: Children will learn to count to 40, to say and recognise the months, to ask and answer "How old are you?" Children will learn about French New Year and the "Three Kings' day" traditions Key Skills: Speaking –repetition, exploring patterns and sounds, listen and respond through roleplay Listening – through video clips of authentic French Reading – Reading months and days. Writing - following and using modelled writing in French