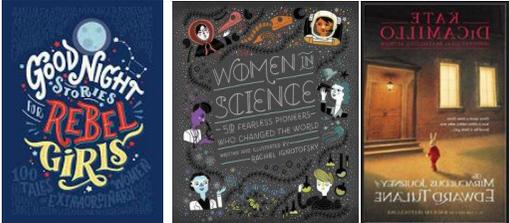


Curriculum Information

Term: Summer Term 5 Class/Year Group: 4



Inspiration/Theme: Dragon's Den		Curriculum Driver: English		Outcome of learning: Biographies			
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes			
 <p>Reading Skills Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these. Inferring thoughts and feelings of a character</p>		<p>Hook/Super Starter Strong female character to come in and talk to the children about their life and how they became successful.</p> <p>Trips/Visitors/Marvellous Middle Smoothie Making – test and evaluate ready for pitch.</p> <p>Celebration/Fabulous Finish Pitch 'Smoothie brand' to 'Dragons' at Castlemead.</p>		<p>Published Biographies to be displayed outside the classroom alongside portraits inspired by Good Night Stories for Rebel Girls.</p> <p>Dreams and artwork associated with The Miraculous Journey of Edward Tulane to be displayed in the classroom.</p>		<p>The language of retelling In the beginning..... Subsequently..... I remember that..... With hindsight..... Reflecting upon... In the event that..... Lastly..... In the end..... To conclude / In conclusion / To sum up.....</p> <p>The language of sequencing Firstly.....because/however/therefore/after a while/meanwhile/in addition.... Next.... Then..... Finally.....Eventually.....Lastly.... In conclusion.....</p> <p>Language of comparison One similarity between...and.....is that..... Another is... One difference is.. A further</p>	
Topic Table		Reading Area		Maths Challenge table			
<p>Key questions What is a biography? Who are they written for? What do they tell us? What makes a strong woman? How do you become successful? What is success?</p> <p>Key images/artefacts Images of women in typically male dominated roles. Quotes referring to their success. Objects displayed to encourage enquiring minds. Who might the successful women be and what is the link?</p> <p>Key vocabulary Biography, business, success, chronology, time adverbs (e.g. Firstly...), occupation, career, entrepreneur.</p>		<p>Copies of Biographies. Floor book containing key questions about Biographies. Quotes from successful people.</p>		<p>Key questions How much change would I get from..... If I spent.....? What is 300p in £s? I have 5 coins that make a total of...., what coins could I have?</p> <p>Key images/artefacts Coins, notes, word problems for children to answer, whiteboard for children to write their own word problems on.</p> <p>Key vocabulary Pounds, pennies, pence, change, value, altogether, discount.</p>		<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</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 Record.</p> <p>Log on to Rockstars and practice times tables.</p>	

English	Maths	Science	PE
<p><u>Outcome of learning:</u> Publish a Biography Publish writing linked to characters from 'The Miraculous Journey of Edward Tulane'</p> <p><u>Key Skills:</u> Identify features of a Biography Possessive apostrophes Subordinating conjunctions Cohesion through paragraphs</p>	<p><u>Outcome of learning:</u> Pupils will recognise money and be able to answer problems relating to change</p> <p><u>Key Skills:</u> Record amounts of money Compare amounts Covert pounds to pence and vice versa Find totals and calculate change</p>	<p><u>Outcome of learning:</u> Explain and understand states of matter</p> <p><u>Key Skills:</u> Compare and group materials together according to whether they are solids, liquids or gases Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p><u>Outcome of learning:</u> Understand the rules of Rounders</p> <p><u>Key Skills:</u> Throwing accurately towards a target Running with correct technique Working as a team Catching</p>
Art	RE	Music	Geography/History
<p><u>Outcome of learning:</u> Produce a portrait of their chosen role model for their biographies</p> <p><u>Key Skills:</u> Line Skin tone Texture</p>	<p><u>Outcome of learning:</u> Continue to understand what can we learn from stories shared by Christians, Jews and Muslims</p> <p><u>Key Skills:</u> Share stories from various religions Understand meanings behind each story Identify similarities and differences</p>	<p><u>Outcome of learning:</u> Use the app Garage Band on iPads to compose</p> <p><u>Key Skills:</u> Composing a bass line and layering different melodies Experiment with different timbres and textures Continue ukulele, developing an awareness of playing more complex patterns and tab</p>	<p><u>Outcome of learning:</u> Comparison of the role of women from pre-suffragettes to modern women</p> <p><u>Key Skills:</u> Devise, historically valid questions about the change of women's' roles over time Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p>
Computing	PSHE	DT	MFL
<p><u>Outcome of learning:</u> Produce a label for a smoothie bottle</p> <p><u>Key Skills:</u> Use appropriate programme Consider spacing, colour and font for effectiveness</p>	<p><u>Outcome of learning:</u> Circle Times discussing a range of topics. Working towards a final role play performance through a series of scenario.</p> <p><u>Key Skills:</u> Begin to take responsibility for their safety Lifestyle choices e.g spend / save Diet – making healthy choices Keeping safe when out and about</p>	<p><u>Outcome of learning:</u> Produce and pitch a smoothie</p> <p><u>Key Skills:</u> Design packaging Create a logo, slogan and advert Promote and 'sell' using language of persuasion</p>	<p><u>Outcome of learning:</u> To be able to discuss types of food in French</p> <p><u>Key Skills:</u> State which foods are health/unhealthy Learn some parts of the body Cultural understanding: to learn about favourite French sports and sporting events Singing – heads, shoulders knees and toes. Writing vocabulary for parts of the body onto a diagram</p>