

English

Reading-'Odd and the Frost Giants' by Neil Gaiman

To ask questions to improve their understanding of the text; predict what might happen from details stated and implied.

To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.

To predict what might happen from details stated and implied.

To discuss words and phrases that capture the reader's interest and imagination.

To identify main ideas drawn from more than one paragraphs and summarise these.

Grammar

To choose an appropriate pronoun and noun within and cohesion and avoid repetition.

To expand noun phrases by the addition of modifying adjectives, nouns, and prepositions.

To mark plural possession.

To use fronted adverbials with the required comma as well.

To understand how to use a subordinate clause.

Writing

To discuss writing similar to that which they are planning to write in order .To understand and learn from its structure, vocabulary and grammar.

To create settings, characters and plots.

To assess the effectiveness of their own and other's writing and suggest improvements.

To use simple organisational devices.

To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentence.

Spelling

To revise the ay-ei spelling pattern.

To implement the in-, im-, il- and ir- prefixes.

To implement the -ation suffix.

To use possessive apostrophe with plurals.

To revise the sounds ay, ear and ur sounds revision.

Physical and Mental Development

Physical development: Dance and Netball

-To warm up prior to exercise and sustain performance over periods of time.

- To have a sense of anticipation; find space and be aware of others.

- Demonstrates agility, balance, coordination and precision.

- Perform with control and poise.

- Understand how to work alongside and against others when attacking and defending.

-Link skills to perform actions and sequences of movement.

Mental Development

-Participate in Mental Health Week activities

Curriculum Enrichment

Chinese New Year activities, Loreto Science Workshop, World Holocaust Day, Viking Workshop

Expressive Arts and Design

D.T

- To research about Viking longboats
- To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- To design a Viking Longboat by generating, developing, modelling and communicating their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- To make a Viking longboat, selecting from and using a wider range of tools and equipment to perform practical tasks accurately
- To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Music - Trafford Music Service providing trumpet lessons

- To listen with attention to detail and recall sounds with increasing aural memory.
- To learn the trumpet.
- To perform to an audience.

Y4 Creative Curriculum Planner



"Praying together,
Learning for life,
Caring for all"

Y4 - The Vikings

Religion

R.E- Jesus the Teacher

- To learn about the events of the Epiphany.
- To know what happened at the Baptism of the Lord.
- To know the story of the Presentation of Jesus in the Temple.
- To understand that Jesus was born a Jew.
- Have the opportunity to know that Jesus called people to follow him.
- To know that Jesus travelled around teaching people.
- To know that Jesus came to show us the way to live.
- To know that Jesus used parables to teach people and be familiar with some parables.
- To reflect on the Laudato Si message and what we should be thankful for.

Understanding of the World

History

To know where the Vikings came from and why they attacked.

To know that the Vikings were a real threat from the sea.

To how the Vikings gained their reputation.

To understand that it was exaggerated by the accounts written by monks.

To can distinguish between a Saxon and a Viking account of the same event.

To understand the struggle between the Vikings and Anglo-Saxons.

To be able to locate places with different Viking endings on modern maps.

To explain that the term raiders describes an early part of their contact with Britain whereas 'traders' relates to a later stage.

Science:

To ask questions and use different types of scientific enquiries to answer them

To set up simple practical enquires and fair tests.

To compare and group materials together, according to whether they are solids, liquids or gases.

To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.

To know that some changes are reversible and others are irreversible.

To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Computing

To select, use and combine a variety of software to design and create programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

To understand computer networks including the internet and opportunities they offer for communication and collaboration.

To select, use and combine a variety of software (including internet services) in a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting analysing, evaluating.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.

Participate in Safer Internet Day

Mathematics

- Collect data and enter the data in to a table.
- Use tallies to collect data using a table.
- Read and interpret simple data presented in a table involving terms such as 'more than', 'less than', 'the most' and 'the least', etc.
- Transfer data from a graph to a table.
- Complete a table and interpret the data.
- Use the strategy to read and interpret line graphs.
- Transfer data from a table to a line graph.
- Read and interpret line graphs with different scales.
- Read the values on the y-axis and x-axis given to a point on the graph.
- Complete a table by reading the graph.
- Recognise the relationship between two values.
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
- Find the effect of dividing a one or two digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- Recognise and show, using diagrams, families of common equivalent fractions.
- Count up and down in hundredths, recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes.