

COMBE MARTIN PRIMARY SCHOOL

CLASS 4

Key Questions

Term 1

Overarching Topic: <i>Harmony and Conflict</i>		Number of weeks:
Key Question	<i>Can you find harmony within a conflict?</i>	
Outcome	<i>Children will explore the relationship which can develop between ‘enemies’ at events such as the Christmas day football match on the frontline between Britain and Germany in the first world war.</i>	
Big Experience Link	<i>Visiting Dartmoor and Exmoor</i>	
Subjects	Activities and Independent Learning	NC Links
<i>English</i>	<p><i>Poetry – looking at performance poetry – Mafia Cats by Roger McGough</i></p> <p><i>Recount writing (Diary of an evacuee, Anecdote from a local villager)</i></p> <p><i>Journalistic writing reporting the crash of an enemy plane on Dartmoor or Exmoor</i></p> <p><i>Narrative writing based on the story ‘Friend or Foe’ by Michael Morpurgo</i></p>	<p>Reading: <i>Narrative, explanation, non-chronological reports</i> <i>Read a broad range of genres</i></p> <ul style="list-style-type: none"> •Recommend books to others •Make comparisons within/across books •Support inferences with evidence •Summarizing key points from texts •Identify how language, structure, etc. contribute to meaning •Discuss use of language, inc. figurative •Discuss & explain reading, providing reasoned justifications <p><i>Writing: Narrative, explanation, non-chronological reports</i> <i>Use knowledge of morphology & etymology in spelling</i></p> <ul style="list-style-type: none"> •Develop legible personal handwriting style •Plan writing to suit audience & purpose; use models of writing •Develop character & setting in narrative •Select grammar & vocabulary for effect •Use a wide range of cohesive devices •Ensure grammatical consistency <p>Grammar: <i>Use appropriate register/ style</i></p> <ul style="list-style-type: none"> •Use the passive voice for purpose • Use relative clauses • Use commas for clauses • Use brackets, dashes

		<p>& commas for parenthesis</p> <ul style="list-style-type: none"> •Use full punctuation •Use language of subject/object <p>Speaking & Listening</p> <ul style="list-style-type: none"> •Use questions to build knowledge •Articulate arguments & opinions •Use spoken language to speculate hypothesize & explore •Use appropriate register & language
<p><i>Maths</i></p>	<p><i>Place Value</i> <i>The Four Operations</i> <i>Prime Numbers</i> <i>Statistics</i> <i>Context activity: calculating journey times by plane from key cities in Europe during World War II</i></p>	<p>Number/Calculation</p> <ul style="list-style-type: none"> •Secure place value & rounding to 10,000,000, including negatives •All written methods, including long division •Use order of operations (not indices) •Identify factors, multiples & primes •Solve multi-step number problems <p>Algebra</p> <ul style="list-style-type: none"> •Introduce simple use of unknowns <p>Geometry & Measures</p> <ul style="list-style-type: none"> •Confidently use a range of measures & conversions •Calculate area of triangles / parallelograms •Use area & volume formulas •Classify shapes by properties •Know and use angle rules •Translate & reflect shapes, using all four quadrants <p>Data</p> <ul style="list-style-type: none"> •Use pie charts

		<ul style="list-style-type: none"> •Calculate mean averages <p>Fractions, decimals & percentages</p> <ul style="list-style-type: none"> •Compare & simplify fractions •Use equivalent to add fractions •Multiply simple fractions •Divide fractions by whole numbers •Solve problems using decimals & percentages •Use written division up to 2dp •Introduce ratio & proportion
<p><i>Science/ Technology Sea School</i></p>	<p>Habitats – how humans are affecting the ecology of local ecosystems such as moorland, coast, farmland. What can we do to minimize the impact of our actions on the environment - Conservation</p>	<p>Biology - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
<p><i>Arts and D&T</i></p>	<p><i>Creating field sketches of the locations we visit. Using a range of scales from close up to whole landscapes.</i></p> <p><i>Investigating ways to minimize the amount of human impact on the beach from items being washed into the river.</i></p>	<ul style="list-style-type: none"> • <i>to create sketch books to record their observations and use them to review and revisit ideas</i> • <i>to improve their mastery of art and design techniques, including drawing and painting with a range of materials</i> • <i>about great artists, architects and designers in history.</i> • Plan, design and make models from observation or imagination • Look at art, craft and design work from different times and cultures and use this to help in developing our own work.

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Geog/Hist	<p>Key cities around the UK and Europe Identifying the characteristics of moorland and differences between moors in the UK. The Weather and linking data from research into this to our statistics unit in Maths</p>	<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world • a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066)
Music	<p>BBC Ten Pieces Project for composition and performance http://www.bbc.co.uk/programmes/articles/16ndky0F6hMWvJ3Xcbc44Dg/ten-pieces-primary</p>	<ul style="list-style-type: none"> • Perform with control and expression solo and in ensembles • Improvise and compose using dimensions of music • Listen to detail and recall aurally • Use and understand basics of staff notation • Develop an understanding of history of music, including great musicians and composers
PE	<p>Football/Tag Rugby, Dance, Handball</p>	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending • perform dances using a range of movement patterns
ICT	<p>Scratch Programming How to research safely and produce good results</p>	<ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output
PHSE / RE	<p>Growth Mindset, Christmas</p>	<ul style="list-style-type: none"> • to examine the inter-relationship between religion & the arts;

		<ul style="list-style-type: none"> • to recognise & use symbolism used in religions; • <i>to think about their own experiences of life & understand the motivation of people within religious traditions;</i> • <i>to think about their own & other people’s questions about puzzling aspects of life</i>
Being British	British values	<ul style="list-style-type: none"> • <i>An understanding of how citizens can influence decision making through the democratic process</i> • <i>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</i> • <i>An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence</i> • <i>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law</i> • <i>An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour</i> • <i>An understanding of the importance of identifying and combating discrimination.</i>