



LITERACY

- **Reading** (independent, paired, and guided reading. Demonstrating expression, intonation and regular pace)
- Reading with an adult every night for at least 20 minutes
- **Writing** (recounts linked to There's A Boy in the Girl's Bathroom, Stories from imaginary worlds, News Reports and adverts linked to our Chocolate topic)
- **Spelling** (Year 4 Read Write Inc scheme followed as part of the Year 1 - 6 spelling curriculum)
- **Grammar** (Capital letters and full stops, Nouns, Pronouns, adjectives, connectives, openers and extended punctuation)
- **Handwriting** (use joined handwriting for all writing demonstrating a clear, neat hand)

Ideas for home:

- Continue reading and supporting children's book choices. Ask questions about the plot, character and settings and begin to make links to other stories and the world around them
- Be a 'good reading role model' for your child – let them see you reading for pleasure and with good expression. Discuss stories you enjoy and interesting things you have been currently reading

MATHS

- Finding pairs with a total of 100, adding to the next multiple of 100
- Read and write 4 digit numbers and order them on a number line
- Learn \times and \div facts for the 6 and 9 times-table and identify patterns
- Multiply multiples of 10 by single-digit numbers
- Multiply 2-digit numbers by single-digit numbers using the grid method
- Find fractions of amounts, find equivalent fractions and reduce fractions to their simplest form
- Tell and write the time to the minute on analogue and digital clocks and calculate intervals
- Measure in metres, centimetres and millimetres and convert lengths between units
- Convert multiples of 100g into kilograms, read scales, estimate capacities
- Record using decimal notation, understand place value in decimal numbers
- Add and subtract 3 digit numbers using number lines and the column method

Ideas for home:

- Identify maths in real life contexts eg telling the time, using calendars or timetables.
- Encourage the children to calculate change and difference when shopping.
- Use tape measures.
- Identify shapes, 3D structures, patterns and symmetry when out and about.
- Board games and strategy games such as Backgammon, Rummi-kub, Monopoly and Battleships.
- Follow the scoring in sports e.g snooker, darts or tennis.

**TOPIC
GEOGRAPHY / HISTORY**

Rainforests

- To be able to map on a world atlas where the rainforests are in the world
- To use appropriate geographical vocabulary, for example, rainfall, climate, Tropic of Capricorn etc
- To use atlases and globes, and maps and plans at a range of scales, for example, using contents, keys, grids.
- What are the issues facing the rainforests today – deforestation, logging, the effect on the global environment, global warming, farming, etc.
- How can we combat/prevent these issues?

Aztecs

- To understand who the Aztecs, Mayans and Incas were and describe their civilisations

- To make inferences from artefacts

Chocolate

- To be able to explain how chocolate is made (from bean to bar)
- To evaluate taste based on a set of criteria.
- To be able to use secondary sources to obtain information on cash crops and 'Fair Trade'.

Ideas for home:

- Research different rainforest environments.
- Visit Kew Gardens and explore the different biomes.
- When in a supermarket find products that come from countries that have rainforests in them— can you link this to your chocolate topic.
- Talk about the chocolate production process. Where does chocolate come from?
- Discuss ingredients in chocolate – why should we limit our intake?
- Discuss Fair Trade with your child and spot products in the supermarket.
- Visit chocolate museum in Brixton and write recount of what you learned

SCIENCE

Living Things and their Habitats

- Classifying and grouping living things
- Understand the characteristics of living things (Movement, respiration, sensitivity, growth, reproduction, excretion, nutrition)
- What conditions do living things prefer to live in?
- Find out about the different kinds of animals in the local environment
- Reinforce understanding of variables and their different types
- Control and identification of variables in order to perform scientific experiments

- Record data

Forces

- Which forces are acting on us and objects around us
- Friction and its effect
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Ideas for home:

- Visit the Natural History Museum or Horniman Museum.
- Visit Kew Gardens and explore the different environments
- Visit the Science Museum
- To look at and read temperatures from home and the local area using a thermometer
- Research and talk about the water cycle at home. Look at items which float in the bath. What predictions can your boy make? Can he reason his ideas?



<p>ART / DT</p>	<p>DRAMA</p>	<p>MUSIC</p>	<p>ICT/COMPUTING</p>
<p>Art</p> <ul style="list-style-type: none"> Developing understanding and control with the use of different pencils for drawing and shading Researching and discussing the work of Cubist Artists including Pablo Picasso and Georges Braque Working in colour using colour pencils and oil pastels <p>DT</p> <ul style="list-style-type: none"> Exploring compliant and resistant materials Developing paper sculptures (layer and folding skills) inspired by Robert Sabuda Pattern and colour working using felt fabric and embroidery 	<p>Character and Objectives</p> <ul style="list-style-type: none"> Introduce the idea of character objectives, super-objectives and history Focus on character traits Devising a new character within a defined dramatic framework Understand character relationships Physicalize characters through a performance Looking at the effect of movement through a single action Basic improvisation and dialogue 	<p>The Instruments of the Orchestra</p> <ul style="list-style-type: none"> Britten 'Young Persons' Guide to the Orchestra Saint Saens 'Carnival of Animals' Prokofiev 'Peter and the Wolf' 	<ul style="list-style-type: none"> Purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use search technologies effectively Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
<p>RE</p>	<p>MFL (SPANISH -12 weeks)</p>	<p>PE/SWIMMING</p>	<p>PSHE & PHILOSOPHY</p>
<p>Heroes and Role Models What makes a hero?</p> <ul style="list-style-type: none"> Explore characteristics of a hero Analyse qualities of Olympic heroes Discuss representations of heroes in the media Compare and contrast with 'ordinary' every day heroes <p>Faith and Heroism</p> <ul style="list-style-type: none"> Learn about Eric Liddell's achievements The story of Martin Luther King and 'I Have a Dream' Research an inspirational leader in history and explain why he/she is considered a hero 	<p>Autumn term 1st half</p> <ul style="list-style-type: none"> Introduction to the Spanish language Greetings Basic classroom instructions Saying your name + asking someone his name Asking someone how he is doing + different possible answers Numbers 1-31 <p>Autumn term 2nd half</p> <ul style="list-style-type: none"> Saying your age + asking someone his age Months of the year Saying your birthday + asking someone his birthday Colours Writing a Christmas card in Spanish 	<p>PE ball skills and badminton</p> <p>Games Soccer Including passing, dribbling, space finding, blocking shots, receiving and travelling, delaying release of pass, dribbling at pace</p> <p>Rugby Including when to run, pass, take contact, competing for the ball, defending as a line, side step and swerve, placing ball after tackle, 3 man scrums, 2 man line out</p> <p>Swimming stroke technique, front crawl and backstroke racing skills</p>	<p>Living In The Wider World Rights and responsibilities:</p> <ul style="list-style-type: none"> To discuss and debate topical issues, problems and events that are of concern to them To learn about rules and laws that protect us To appreciate the range of national, regional, religious and ethnic identities in the UK. Environmental awareness and sustainability issues <p>Relationships</p> <ul style="list-style-type: none"> To be able to recognise and respond appropriately to a wider range of feelings in others To understand the concept of 'keeping something confidential or secret' To judge what kind of physical contact is acceptable or unacceptable and how to respond To develop strategies to solve disputes and conflict through negotiation and appropriate compromise <p>Philosophy Boys are taught how to create their own philosophical questions from a given stimulus. They work in groups and as a class Boys will learn to develop many skills including:</p> <ul style="list-style-type: none"> Listening, Questioning, Debating, Communication, Cooperation, Creativeness, Respectfulness, Tolerance, Thoughtfulness