

TOPIC BOOKLET

Further Information:

www.bookstart.co.uk

This website provides information about the national Book-start scheme and the Bookstart packs that your child will receive as a baby, a toddler and at age three to four. It also gives information about sharing books with your child. You can find out about Bookstart events in your area, which you can attend with your child.

www.wordsforlife.org.uk/baby - This website provides lots of information for parents and carers of babies and young children, and suggestions of activities, features, DVDs, books and events that are both useful and fun. You can have their free newsletter emailed to you directly.

www.nationalliteracytrust.org.uk/familyreading/parents - The Family Reading Campaign website provides a wealth of information to support you and your family. The Family Reading Campaign works to encourage reading in the home. It also offers many links to further websites.

www.phonicsplay.co.uk - Has lots of information for parents and interactive games your child can play at home.

www.mrthorne.com - Mr Thorne does phonics has lots of videos to help you pronounce the phonemes correctly. Also links to Mr Thorne phonics apps.

www.topmarks.co.uk/parents/ten-tips-on-hearing-your-child-read - 10 top tips for reading with children.

www.hairyphonics.com - Explore the hairy island. Learn all the sounds through playing games.

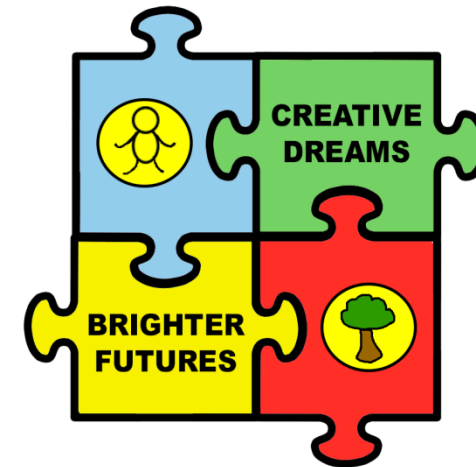
www.mad4maths.com - Times tables and games

<http://uk.ixl.com/> - All areas of maths. Helps children with any misconceptions as they go along.

<http://nrich.maths.org> - Problem solving activities

www.ictgames.com - All areas of maths through games.

www.albertpritchard-woodgreen.co.uk - Access to our learning platform Frog.



What is **Frog**?
online teaching and learning **made**
simple
for everyone



Year:4
2018-2019

Walk like an Egyptian

Term: Autumn 1

History

I will:

- learn about the achievements of the earliest civilizations- an overview of where and when the first civilizations appeared.

Geography

I will:

- locate the world's countries on a map, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Design and Technology

I will:

- generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks
- evaluate my ideas and products against my own design criteria and consider the views of others to improve my work
- apply my understanding of how to strengthen, stiffen and reinforce more complex structures

Bonjour

Term: Autumn 2

Design & Technology

I will:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Music

I will:

- listen with attention to detail and recall sounds with increasing aural memory

Geography

I will:

- locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- understand geographical similarities and differences through the study of human and physical geography of a region in a European country
- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- describe and understand principles of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Modern Foreign Languages

I will:

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations; ask and answer questions; express opinions and respond to those of others
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- present ideas and information orally to a range of audiences
- appreciate stories, songs, poems and rhymes in French

Chocolate

Term: Spring 1

Science

I will:

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- use straightforward scientific evidence to answer questions or to support my findings

Design & Technology

I will:

- 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
- generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- investigate and analyse a range of existing products
- evaluate my ideas and products against my own design criteria and consider the views of others to improve my work

I'm A Storyteller

Term: Spring 2

Literacy – Speaking and Listening

I will:

- ask relevant questions to extend my understanding and knowledge
- listen and respond appropriately to adults and my peers
- use relevant strategies to build my vocabulary
- articulate and explain answers, thoughts and opinions using relevant detail
- give structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to topics.
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English and use appropriate intonation.
- participate in discussions, presentations, persuasive presentations, performances, role play, improvisations and gain and maintain and monitor the interest of the listener(s)

Art

I will:

- Create sketchbooks to record my observations and use them to review and revisit ideas
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Design Technology

I will:

- Design – generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design
- Make – select from and use a wider range of materials and components, including construction materials, textiles and ingredients

Literacy - Comprehension

I will:

Understand what I read, in books I can read independently, by:

- checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context
- asking questions to improve my understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that I have read increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

Roaming in the Rainforest

Term: Summer 1

Science

I will:

- use straightforward scientific evidence to answer questions or to support my findings.
- describe the simple functions of the basic parts of the digestive system in humans and identify the different types of teeth in humans and their simple functions.
- construct and interpret a variety of food chains, identifying producers, predators and prey

Geography

I will:

- 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)

I will describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Waterworld

Term: Summer 2

Geography

I will

- locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Art

I will

- create sketch books to record my observations and use them to review and revisit ideas
- improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- learn about great artists, architects and designers in history

Music

I will

- play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and improve music for a range of purposes using the inter-related dimensions of music
- use and understand staff and other musical notations
- appreciate and understand a wide range of high quality live and recorded music from different traditions and from great composers and musicians