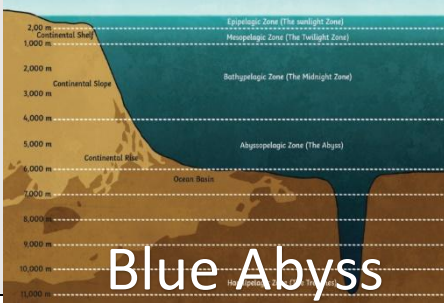


Lowe's Wong Anglican/ Methodist Junior School

Topic Overview : Year 4

	Spring 1 Objectives	Vocabulary
Topic	Blue Abyss	 <p style="text-align: center; font-size: 2em; font-weight: bold;">Blue Abyss</p>
Values	Perseverance	
Enrichment (Visits and visitors)	The Deep	
English Quality text	Why The Whales Came The Whale	
English Writing genres	Narrative (adventure story)	
Maths	<p><u>Multiplication and Division B</u></p> <p>Factor pairs Use factor pairs Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Related facts-multiplication and division Informal written methods for multiplication Multiply a 2-digit number by a 1-digit number Multiply a 3-digit number by a 1-digit number Divide a 2-digit number by a 1-digit number Divide a 3-digit number by a 1-digit number Correspondence problems Efficient multiplication</p> <p><u>Length and perimeter</u></p> <p>Measure in kilometres and metres Equivalent lengths (km and m) Perimeter on a grid</p>	<p>We follow the White Rose Maths Scheme, as well as Fluency Bee in Year 3, and Mastering Number KS2 in Years 4, 5 and 6 to support children's mathematical fluency.</p> <p>Therefore, we use the mathematically accurate vocabulary exemplified in the White Rose Maths Schemes.</p>

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	<p>Perimeter of a rectangle Perimeter of rectilinear shapes Find missing lengths in rectilinear shapes Calculate perimeter of a rectilinear shapes Perimeter of a regular polygon Perimeter of polygons</p>	
Science	<p><u>Classification</u></p> <ul style="list-style-type: none"> • How can we use similarities and differences to group living things? • How can we identify, group and classify vertebrate species? • How can we use careful observation to classify invertebrates? • Can we create our own classification key? • What are the positive and negative influences on living things in our area? • How can we use scientific evidence to protect endangered living things? 	<p>amphibian annelid arachnid biodiversity carnivore characteristic classification cold-blooded criteria endangered species environment exoskeleton extinct habitat insect invertebrates mammal mollusc pollution reptile species spine vertebrates warm-blooded</p>
History	(Not taught in this topic)	

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Geography	<p><u>Why do oceans matter?</u></p> <ul style="list-style-type: none"> • Are all oceans the same? • How do we use our oceans? • How are oceans important for global trade? • How are oceans linked to climate? • What makes the oceans special? • How are oceans impacted by climate change? 	<p>aquatic biome Arctic ocean Atlantic ocean climate zones continent desert economy equatorial export freshwater import Indian ocean land biome Pacific ocean polar saltwater Southern ocean temperate tourism and recreation trade transport tropical</p>
Art and Design (artist)	<p><u>Sketching</u> Investigate: Vincent Scarpace Explore: Sketching Techniques Create: Fish Silhouette in the style of Vincent Scarpace Reflect: Evaluate the sketch</p>	<p>dark detail form light line observe outline pattern portrait question record</p>

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		refine shadow shape texture tone
Design Technology	(Not taught in this topic)	
Computing	<p>E-Safety – We are aware that our online content lasts forever</p> <p><u>Events and Actions in Programs</u></p> <ul style="list-style-type: none"> • Moving a sprite • Maze Movement • Drawing Lines • Adding features • Debugging movement • Making a Project 	debugging features movement Sprite
RE	<p><u>Hinduism</u></p> <ul style="list-style-type: none"> • What do Hindus believe God is like? • How might the idea of Brahman being in everything affect how you live? • What can we find out about Hindu deities? • How do many Hindus understand deities? • What can we learn about deities from Ganesh? • How do many Hindus describe the divine? 	hinduism brahman brahma deities ganesh divine trimurti vishnu shiva mandir aum atman namaste

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RSHE/PSHE	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> • Hopes and Dreams • Broken Dreams • Overcoming Disappointment • Creating New Dreams • Achieving Goals • We Did It! 	<p>influence goal dream overcome disappointment</p>
PE	<p><u>Circuit Training</u></p> <ul style="list-style-type: none"> • Understand the effects of aerobic and anaerobic exercise • Recognise benefits of exercise on the upper body • Recognise benefits of exercise on the lower body • Recognise benefits of exercise for core muscles • Set personal targets for exercise • Improve performance in order to reach personal targets <p><u>Gymnastics (Movement)</u></p> <ul style="list-style-type: none"> • To perform a range of jumps and leaps • To perform a straddle forward roll and a backward roll to straddle correctly • To perform a straddle on vault • To perform a lunge into cartwheel • To link movements together by performing a straight jump full turn, a cat leap half turn and a pivot. • To work in a group to perform a gymnastics sequence with a theme 	<p>aerobic anaerobic balance control core muscles</p> <p>forward roll backward roll cartwheel straddle jump straight jump lunge vault half turn full turn cat leap pivot sequence theme</p>

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MFL Spanish	<p><u>Zoo animals</u></p> <p><u>Speaking and listening</u></p> <ul style="list-style-type: none"> • Recognise some letters of the alphabet • Ask and answer questions • Say five vowel sounds in Spanish with teacher support • Know the sound of the letter I in Spanish • Say simple sentences to describe an animal <p><u>Reading and Writing</u></p> <ul style="list-style-type: none"> • Follow a story using visual clues • Scan a text to identify key words • Read familiar words with accurate pronunciation <p>Read short sentences with accurate pronunciation when describing animals</p> <ul style="list-style-type: none"> • Write a short sentence adapting a model, using noun, verb and adjective <p><u>Grammar</u></p> <ul style="list-style-type: none"> • <i>Re-visit gender and agreement of adjectives</i> when describing zoo animals • Recognise masculine and feminine adjectives eg <i>simpático/simpática</i> • Use third person pronoun: <i>el/ella</i> • <i>Re-visit verb es</i> • Introduce <i>Hay</i> • Use quantifiers: <i>bastante & muy</i> 	<p>For receptive use...</p> <p>Zoo animals: El tigre, el elefante, el hipopótamo, el flamenco, el oso, el ratón, el león, la jirafa, el mono, el cocodrilo, el pingüino, el cerdo</p> <p>For productive use... <i>Hay</i></p> <p>Some letters of the alphabet; introduction of vowels</p> <p>Verb – <i>ser</i> (to be) Es – he/she is</p> <p>Quantifiers: <i>bastante, muy</i></p> <p>Adjectives: revision – <i>grande, pequeño, + feroz, simpático, divertido</i></p>
Music	<p><u>Whole Class instrumental lessons – Caribbean</u></p> <ul style="list-style-type: none"> • To understand the main features of Calypso music • To improvise a vocal part in the style of a Calypso • To understand how and why percussion instruments can be used in Calypso music • To recognise and perform quavers from staff notation 	<p>Staff Minim Semibreve Crotchet Crotchet rest</p>

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| | <ul style="list-style-type: none">• To improvise in a Calypso style using a pentatonic scale | rhythm |
|--|--|--------|

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