

Hayesdown First School
Year Four
Term One

Rollin' On A River!

What is the journey of a river?

River Texts

Fiction:

The River: An Epic Journey To The Sea by Hanako Clulow

Non-Fiction: Explanation of a river's journey

Environmental English

We are . . . speakers, listeners, readers, writers, describers and performers

Fiction: We can write a setting description based on *The River: An Epic Journey To the Sea*. We can use fronted adverbials and expanded noun phrases

Non- Fiction: We can write an explanation of the journey of a river using technical vocabulary. We can use paragraphs to organise our work. We can explain the meaning of vocab, answer questions about texts and show our understanding when we READ during our

Coding - Computing

We are . . . Coders.

Outcome: We can complete coding tasks by breaking them into smaller steps

Skills: We review the design, code, test and debug a process. We create variable by using 'if/else' statements, use repetition in code, use variables to create timers and we can make a control simulations.

Home challenge- Be Creative!

Create a model of a river! Use leftover scrap from around the house to create a junk model river.

New Vocabulary: rivers, classification, meanders, deltas, tributaries, riverbank, mouth, valley

PROJECT DRIVER ... World Wide Geography

We are ... geographers.

Outcome: To develop an understanding of where in the world and in the UK the major rivers can be located. To understand the course of a river and its importance to man and nature.

Skills: We can use atlases to identify the main rivers in the world and in the UK. We can use accurate vocabulary to name and describe the difference stages of the course of a river and identify them at our own local river - The River Frome.

States of Matter: Science

We are . . . scientists.

Outcomes: To understand the three states of matter and how materials change state from one to another and back again.

Skills: We can compare and group materials together according to whether they are solids, liquids or gases. We can observe that some materials change state when they are heated or cooled. We can Identify the part played by evaporation and condensation in the water cycle.

Reflective Citizens: Who are We? PSHRE

Outcome: To appreciate and celebrate the differences between themselves and understand the people around us

Skills: We can discuss and compare similarities and differences, and understand our different roles in society

French

We are . . . Linguists.

Outcome: We are learning how to talk about the members of our family, our pets and our hobbies.

Skills: We can use phrases to speak in French and write basic sentences to express information about ourselves.

Water Wheels: Design & Technology

We are artists, designers, creators and evaluators.

Outcome: Plan, create and evaluate a water wheel.

Skills: I can learn to generate ideas, before developing them into a final piece, using different materials and construction methods. Finally, evaluate the final product.

Meandering and Moving Maths

We are . . . mathematicians.

Outcome: To deepen our understanding of place value and apply this to real life situations. To use formal methods of addition and subtraction

Skills: We can identify the place value of 4 digit numbers and understand what each digit represents. We can use formal methods of addition and subtraction for 4 digit numbers and develop our understanding of efficient usage of the methods

Tennis: Physical Education

We are . . . tennis players

Outcome: We are developing individual shots to play a modified tennis rally with tactics

Skills: We can coordinate movement to and from a ball in order to hit it, including our running, throwing and catching skills. We can develop and improve our hand-eye coordination.

Mini Muay Thai : Physical Education

We are . . . martial artists

Outcome: We are learning to improve our fitness and learn basics of martial arts through Mini Muay Thai

Skills: We can perform a jab cross and a hook and remember all combinations.