

Throughout our learning journey we strive to provide a wide range of **possibilities** which will help our children to develop aspirations and promote independence for their future lives.

Creativity underpins all areas of learning in our curriculum. We want children to be enthusiastic and innovative and to develop these qualities through all subjects, not just the arts.

The **community** provides a wealth of learning opportunities. Our curriculum uses these, and we strive to instil a sense of pride in our children and develop them as kind and confident citizens. We are respectful.

Year 4

Disaster, Get Me Out O' Here!



Writing

- * We will plan, write and accurately amend our work
- * We will have a clear structure to our writing
- * We will use a range of sentences in our writing
- * We will use accurate punctuation

Writing Genres

Journalistic writing, Non-chronological reports, poetry, diary entries, poetry

Mathematics

- * We will know all multiplication and division facts up to 12 x 12
- * We will add fractions with the same denominators
- * We will count up and down in hundredths
- * We will convert between units of time (including analogue and digital)
- * We recognise decimals as fractions
- * We will calculate perimeter

We will enhance our topic theme in different areas of the curriculum:

As Scientists	As historians	Our Class Texts			As readers	As geographers
<ul style="list-style-type: none"> * We will recognise that environments can change and how this can be a danger to living things. * We will classify and identify a range of living things * We will * We will present our findings in different ways 	<ul style="list-style-type: none"> * We will understand and plot events relating to our topic on a timeline * We will research events in history and share this knowledge through our discussions and writing 	'Flood' by Alvaro F. Villa, 'When the Giant Stirred' y Celia Godkin and 'Running Wild' by Michael Morpurgo 			<ul style="list-style-type: none"> * We will be able to summarise the main ideas in a text * We will understand features of non fictions texts * We will gain further knowledge by asking questions bout the text * We will compare fictional accounts with factual accounts * We will gain evidence from the text to support our opinions 	<ul style="list-style-type: none"> * We will use aerial photographs to label features * We will describe the main physical differences between cities and villages * We will locate main islands surrounding the UK * We can explain why people may choose to live in cities or villages
As musicians	As users of technology	As sports people	In PSHE	As artists and designers	As linguists	In Religious Education
<ul style="list-style-type: none"> * We will use Charanga to develop our musical knowledge.. 'Stop!' and 'Lean on Me!' 	<ul style="list-style-type: none"> * We will use a range of coding programmes * We will communicate using ICT * We will use search engines to retrieve information 	<ul style="list-style-type: none"> * We will be able to throw and catch accurately * We will work with partners to create and improve a routine * We will be able to use our knowledge and skills to create our own games 	We will follow the 'Jigsaw' scheme <ul style="list-style-type: none"> * Dreams and Goals - We will make new plans and goals * Healthy Me - We will recognise when we are under pressure and know how to deal with this 	<ul style="list-style-type: none"> * We will create mood in our paintings of natural disasters * We will use a range of textiles to create sculptures of natural disasters. 	<ul style="list-style-type: none"> * We will say, read and write short passages in French * We will hold a short discussion in French 	We will answer the question. What does it mean to be a Hindu in Britain today? <ul style="list-style-type: none"> * We will understand why some people thank that life is a journey. We will relate this to local and world events and share our opinions

Each theme will start with a 'Talking Tub'. This activity allows the children to explore, texts, photographs, artefacts and resources to inspire and engage them and to encourage them to pose questions and take ownership of their curriculum themes

These are just some of the aspects of learning we will cover when we explore this theme. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning

If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher. Please note that some curriculum areas do not link to topic and will be taught as discreet subjects