



Academic		
<p align="center"><b>Maths</b></p> <p><b>Multiplication and Division</b> – Children will learn about and be able to identify factors and multiples and use their times table knowledge to be able to multiply and divide 3 digit numbers by a 1 digit number.</p> <p><b>Area</b> – They will practise finding the area of a shape by counting squares. They will make their own shapes and compare the area of different shapes.</p> <p><b>Fractions</b> – Children will become familiar with unit and non-unit fractions, they will be introduced to tenths, find equivalent fractions, encounter fractions greater than 1, count in fractions and add unit fractions where the numerator is 1.</p> <p><b>Decimals</b> – There will be more practise with tenths as well as hundredths. They will see the relationship of decimals to whole numbers by dividing 1 and 1 digit numbers by ten and dividing 1 and 2 digit numbers by 100.</p>	<p align="center"><b>English</b></p> <p>We begin with a non-chronological report about the layers of the Earth from the core to the surface, Children will explore different rock types and will complete this digitally using their Chromebooks, adding images to their text.</p> <p>We will also look at a range of poetry, leading to the children creating their own shape poetry about volcanoes.</p> <p>After this, we will look at the events at Pompeii and write a narrative entitled <i>Escape from Pompeii</i>, before writing newspaper reports about an earthquake in a city in Italy in 2016.</p> <p>Finally, we will write diary entries from the perspective of the people living in the shadow of active volcanoes.</p>	<p align="center"><b>History</b></p> <p>By exploring the life of Mary Anning and looking at the events of Pompeii, the children will learn to:</p> <ul style="list-style-type: none"> <li>• Explain the cause and effect of a significant historical event.</li> <li>• Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</li> <li>• Make deductions and draw conclusions about the reliability of a historical source or artefact.</li> </ul>
<p align="center"><b>Geography</b></p> <p>As this is the driving subject of our topic this term, there are many national curriculum skills that the children will practise:</p> <ul style="list-style-type: none"> <li>• Name and describe the types, appearance and properties of rocks.</li> <li>• Name and describe properties of the Earth’s four layers.</li> <li>• Describe the activity of plate tectonics and how this has changed the Earth’s surface over time (continental drift).</li> <li>• Name and locate significant volcanoes and plate boundaries and explain why they are important.</li> <li>• Describe the parts of a volcano or earthquake.</li> <li>• Locate significant places using latitude and longitude.</li> <li>• Classify, compare and contrast different types of geographical feature.</li> </ul>	<p align="center"><b>Art</b></p> <p>Using ammonites as our muse, the children will learn to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p align="center"><b>Design Technology</b></p> <p>In this unit, we will teach children about cam mechanisms. They will experiment with different shaped cams before designing, making and evaluating a child's automaton toy.</p>	<p align="center"><b>Music</b></p> <p>The children in Y4 will be learning the songs to accompany our production later in the Easter term. They will also practise using notation to help them perform pieces using tuned instruments.</p>

<ul style="list-style-type: none"> <li>Describe how a significant geographical activity has changed a landscape in the short or long term.</li> <li>Explain the physical processes that cause earthquakes and volcanic eruptions.</li> <li>Describe how a significant geographical activity has changed a landscape in the short or long term.</li> <li>Use the eight points of a compass to locate a geographical feature or place on a map.</li> </ul> <p>Explain the physical processes that cause earthquakes and volcanic eruptions</p>		
<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <li>Compare and group rocks based on their appearance, properties or uses.</li> <li>Describe simply how fossils are formed, using words, pictures or a model.</li> <li>Investigate soils from the local environment, making comparisons and identifying features.</li> </ul>	<p style="text-align: center;"><b>RE</b></p> <ul style="list-style-type: none"> <li>What does it mean to be Hindu in Britain today?</li> <li>Why do Christians call the day Jesus died 'Good Friday'?</li> </ul> <p style="text-align: center;"><b>Computing</b></p> <p>This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p>	<p style="text-align: center;"><b>PE</b></p> <p>Y4 will be doing futsal on a Monday. In the second half of the term, they will also be swimming.</p> <p><b>Events:</b>  18th January - Indoor Athletics Qualifier  KS2 Tag rugby matches with Caen and Kingsacre- Feb  Girls U 9s- 17th Feb and U11s Level 2 Football- 18th Feb</p>
<p style="text-align: center;"><b>Digital and Innovation</b></p> <p>We will be innovative in our approach to our learning, looking for creative ways to present our knowledge and understanding. We will use technology to share our reflections on our learning.</p>	<p style="text-align: center;"><b>Character</b></p> <p>Our character virtues this term are helpfulness, caring, critical thinking, honesty, justice, service and resilience. They will be actively taught, recognised and celebrated in daily life both in and out of school; sought through opportunities across the whole curriculum and taught through our assemblies, character education and PSHE learning."</p>	<p style="text-align: center;"><b>Community</b></p> <p>This will be fostered in and around school. As the weather improves, we will return to the beach to commit to beach cleans and plastic clean-ups. We will also be getting ready for our Easter play and inviting parents to that performance, either in the hall or at Twitchen if we can.</p>