

## English

### Reading - Key text:

*The Ice Palace* Robert Swindells  
*Everest* by Alexandra Stewart  
*The Cloud Maker Film* (Literacy Shed),

**Reading:** Word reading and comprehension

Reading skill focus -VIPERS (vocabulary, Inference, Prediction, Explanation, Retrieval, Summary)

Choosing own texts and sustained reading for pleasure.

**Speaking and Listening:** Acting and performing scenes from Ice Palace. Demonstrating understanding of key vocabulary

### Writing Composition -

**Narrative:** looking at plots and structure of stories, creating a descriptive setting Using Speech punctuation

**Nonfiction:** Writing explanations of different types of mountains and newspaper reports for Yeti sightings.

**Spelling:** Year 3 and 4 statutory spellings

**Grammar:** verbs, adverbs, conjunctions, fronted adverbials, expanded noun phrases

Emphasis on neat presentation and pride in all written work.

## Art

To improve mastery of art and design techniques, including drawing with pencils and pastels.

To learn about great artists - Franz Marc

- Create abstract mountain animal pictures based on Franz Marc

## Music

Learn to play the recorder

## Religious Education

Why do some people think that life is a journey and what significant experiences mark this?

Specific focus on baptism (Christianity), Sacred thread ceremony (Hinduism) and Bar/ Bat Mitzvah (Judaism)



## Maths

### Number: Multiplication and division-

Know all multiplication and division facts for all tables up to 12x12

Written and mental methods for multiplication and division

**Measurement: Area** - measuring and comparing area, understanding shapes

### Number: fractions -

Understanding fractions, finding equivalent fractions, comparing fractions, adding and subtracting fractions and finding fractions of amounts.

## Magnificent Mountains Curriculum Plan - Spring 1 2023

Year 4

Mrs Parashar

## Design and Technology

Use a range of design skills to plan, make and evaluate a shoe box diorama showing key features of mountains and the water cycle. (skills of cutting, joining and finishing)

## PSHE

**Dreams and Goals** - With the concept of climbing a mountain, consider personal goals and the steps needed to take to achieve them. Develop skills of perseverance and resilience. (Jigsaw scheme)

## Spanish

Numbers, days of the week, greetings (re-cap)

## Physical Education

Dance

Invasion Games -Handball (Fitt4 )

## Computing -

**Animation** - To learn about animation using the 2animate programme.

## Science

### **Solids, liquids and gases / The Water Cycle-**

- Planning investigations and fair tests
- To understand how the water cycle works
- To use language linked to the water cycle
- Understand different states of matter, identifying solids, liquids and gases
- Understand changing states, linked to the water cycle

## Geography and History

Use maps, atlases and globes to locate countries and features of those countries

**Understand key features of physical geography;** mountains, climate, water cycle, learn names of mountains and mountain ranges and find where they are in the world.

**Understand similarities and differences** between the UK and other parts of Europe, North and South America (linked to physical geography of mountains)

**Understand key features of human geography;** land use, economic activity, tourism (linked to mountains)

**Understand the lives and achievements of significant individuals**

Sir Edmund Hillary  
Tenzig Norgay

## British Values and SMSC

**Developing an understanding of fundamental British values**

**Spiritual:** The significance of prayer, and mindfulness.

**Moral:** investigate moral and ethical issues as arise in class discussions and PSHE lessons.

**Social:** Understand how we can support each other and work together. Circle and team games.

**Cultural:** Explore different religious festivals. Understand and respect that people in Britain celebrate different events.

**Democracy:** To follow class and school rules and understand that rules are for the benefit of the whole community.

**liberty:** Children to be able to share views and beliefs within an atmosphere of respect following school rules. Children encouraged to take responsibility for their own behaviour.

**Tolerance and respect:**, understand that people can have different beliefs, views ideas and lifestyles. (RE and PSHE link)