

Engage: Under the Sea iMax movie
Express: Sealife art exhibition

Literacy

Use relevant strategies to build their vocabulary.
 Ask relevant questions to extend their understanding and knowledge.
 Consider and evaluate different viewpoint, attending to and building on the contributions of others
 Give well-structures descriptions, explanation and narratives for different purposes, including for expressing feelings.
 Speak audibly and fluently with an increasing command of Standard English.
 Organise paragraphs around a theme.
 In on-narrative material, use simple organisational devices (e.g. headings and sub heading)
 Compose and rehearse sentences orally (including dialogue) progressively building and varied and rich vocabulary and an increasing range of sentence structures
 Assess the effectiveness of their own and others' writing and suggest improvements
 Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
 Use dictionaries to check the meaning of words that they have read
 Retrieve and record information from non-fiction
 Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 Identify how language, structure and presentation contribute to the meaning
 Identify the main ideas drawn from more than one paragraph and summarise these

Physical Development

Dodgeball:

Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

Personal, Social and Emotional Development

PSCHE: Good to be me

Recognise and celebrate my achievements
 Identify passive, aggressive and assertive responses
 Respond to an issue in an assertive way
 Differentiate between big and small worries and suggest ways to help

R.E.: Creation and God

Children should learn that Christians regard God as:

- the Holy Trinity – Father, Son and Holy Spirit
- creator
- sustainer
- just
- saving
- loving

God is discovered in different ways through:

- Bible
- Jesus
- conscience
- other people
- faith
- reason

SPRING TERM 2 2019

Objectives

Blue Abyss

Year 4

Mathematics

Please see weekly objectives outlined in the Success and Challenge cards

Languages

Engage in conversations; ask and answer questions; express opinions and respond to those of others

Understanding of the World

GEOGRAPHY: Seas and Oceans of the World; The Great Barrier Reef, Environmental issues

Identify the position and significance of latitude longitude Equator Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Median and time zones (including day and night)
 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 Describe and understand key aspects of time geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

SCIENCE: Animals including humans

Describe the simple functions of the basic parts of the digestive system in humans
 Identify the different types of teeth in humans and their simple functions

Construct and interpret a variety of food chains, identifying producers, predators and prey.

COMPUTING: Communication and data - iData

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Expressive Art and Design

Art and Design:

Select from and use wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.
 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.
 Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages)
 Apply their understanding of how to lengthen, stiffen and reinforce more complex structures.
 Select from and use a wider range of materials and components, including construction, materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Music:

Improvise and compose music for a range of purposes using the interrelated dimensions of music