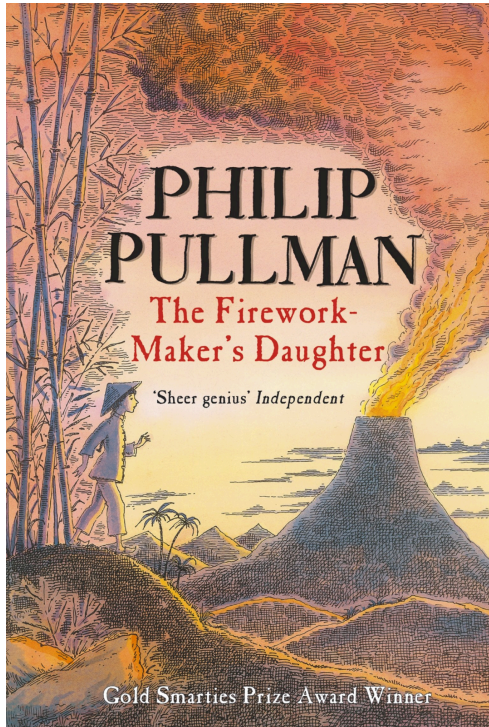


Topic Name: The Shang Dynasty

Year 4
Term Spring 1

Whole Class Reading



The Firework Makers Daughter

English Topic and Skills

- Stories from other Cultures
Children will write their own culturally appropriate story based on class novel.
- Spag :Using inverted commas.
- Paragraph sections of work

Formal Recounts - Formally write about an event from Varjak Paw using time fronted adverbials to push the recount on.
SPAG - Apostrophes for Possession.

Maths -

Multiplication and Division

- Factors
- Factor Pairs
- Multiply by 10
- Multiply 100
- Divide by 10
- Divide by 100
- Related Facts
- Informal methods for multiplication and division.
- Multiply 2 x 1 digit
- Multiply 3 x 1 digit
- Divide 2 by 1 digit
- Divide 3 by 1 digit

Length and Perimeter

- Km and m
- Equivalent lengths
- Perimeter on a grid
- Perimeter of a rectangle
- Perimeter of a rectilinear shape
- Find missing lengths
- Calculate perimeter of rectilinear shapes
- Perimeter of regular polygons
- Perimeter of polygons

Foundation Subjects

History - Ancient Civilisations

- I can identify different ancient civilisations and where they stand chronologically.
- I can make connections between different ancient civilisations.
- I can use sources of evidence to infer how people lived thousands of years ago.
- I can present ideas about the past in verbal and poster form.
- I understand how Britain has been shaped by ancient civilisations.

Science -

- I can identify how sounds are made by associating some sounds with something vibrating.
- I can recognise how vibrations from sound travel through a medium to an ear.
- I can find patterns between the pitch of a sound and features of the object that produce it.
- I can find patterns between the volume of the sound and the strength of the vibrations that produce it.
- I can recognise that sounds get fainter as the distance from the sound source increases.

Art - Still Life Drawing

- I have explored the work of contemporary and more traditional artists who work within the still life genre.

RE - Jesus

**The aim of this unit is to:
Why do Christians believe
Jesus is the son of God?**

- Exploring Jesus' power and authority through his words and actions.
- Discussing how Jesus' words and actions connect to Christian beliefs that he is the Son of God.
- Exploring the Jewish celebrations of the Sabbath.
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Key Questions

- How do we know Jesus had power and authority?
- Where did Jesus' power and authority come from?
- How do the actions of Jesus show that he is the Son of God?
- How do the actions of Jesus show his divine nature?
- How do these stories reveal Jesus to be the Son of God?
- What do Christians believe about Jesus and God because of these events?

PSHE

- Computer Safety
- Assessment Baseline - Online Bullying
- Computer Safety

PE

Gymnastics

- I can travel in a variety of ways
- I can balance using large and small body parts
- I can roll in a variety of ways
- I can jump in a variety of ways
- I can mirror and match a partner
- I can use apparatus safely
- I can create a routine using the above skills

- I have felt able to express my thoughts about other artists' work, and talk about the meanings of objects as artists present them.
- I can use my sketchbook to make visual notes, record and reflect.
- I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.
- I can present and share my artwork and explain how my sketchbook work helped build my knowledge and skills towards my final piece.

Healthy Lifestyles	Diversity	Speech and Language	Mental Health and Wellbeing

Anchor Words

<p>History</p> <p>Era</p> <p>Centuries</p> <p>Timeline</p> <p>Ancient</p> <p>Civilisation</p> <p>Similarities</p> <p>Differences</p> <p>Culture</p> <p>Beliefs</p> <p>Social Hierarchy</p> <p>Lifestyles</p> <p>Indus Valley</p> <p>Ancient Egypt</p> <p>Shang Dynasty</p> <p>Ancient Sumer</p>	<p>English</p> <p>Paragraphs</p> <p>Culture</p> <p>Language</p> <p>Apostrophes</p> <p>Possession</p> <p>Contraction</p> <p>Plural</p>	<p>Art</p> <p>Still life</p> <p>Composition</p> <p>Gestural Drawing</p> <p>Contemporary</p> <p>Traditional</p> <p>Collage</p> <p>Drawing</p> <p>Painting</p>	<p>Science</p> <p>Sound</p> <p>vibrate/vibration</p> <p>Pitch</p> <p>Volume</p> <p>Faint</p> <p>String]</p> <p>Particles</p> <p>Hear</p> <p>Ear</p> <p>Air</p> <p>Insulation</p>	
<p>RE</p> <p>Son of God,</p> <p>Authority</p> <p>Divine,</p> <p>Miracle,</p> <p>Sabbath/Shabbat and</p> <p>Pharisees</p>	<p>PE - Gymnastics</p> <p>body tension</p> <p>Bridge</p> <p>Extend</p> <p>Fluidly</p> <p>inverted</p> <p>landing position</p> <p>Match</p> <p>Momentum</p> <p>Perform</p> <p>rotation</p> <p>sequence</p> <p>shoulder stand</p> <p>Stability</p> <p>wrist grip</p>	<p>Maths</p> <p>Factors</p> <p>Factor Pair</p> <p>Multiplication Division</p> <p>Informal Methods</p> <p>Perimeter</p> <p>Length</p> <p>Kilometer</p> <p>Meter</p>		

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