



Bowmansgreen Primary School

Year Group: 4

Our main themes for work for this term are outlined below.

We hope this will aid you in supporting your child in the work they do at school and with homework given.

English

Stories with a theme – *Orange's in No Man's Land* Elizabeth Laird

Children will:

- Read, understand and record first impressions of *Oranges in No Man's Land*
- Use drama to explore civil war
- Retrieve, record and discuss information about Lebanon
- Discuss the impact of civil war on characters
- Use discussion and role play to understand main character
- Use direct and reported speech
- Explore the author's use of language
- Make predictions
- To explore characters' changing emotions
- Discuss and record characters' and author's attitudes to the war
- Explore and create similes
- Participate in group debate
- Evaluate, edit and improve writing following peer review
- Summarise key events
- Use drama to explore characters' relationships
- Discuss views of book and write review
- Plan own version of the story
- Write for a specific audience
- Evaluate, edit and improve writing following peer review

Poetry– Take one poet: Michael Rosen

Children will:

- Discuss first impressions of different poems
- Answer questions using inference and deduction
- Retrieve information from a poem
- Discuss the features of a free verse poem
- Draft a free verse poem based on an incident
- Prepare and perform poems
- Vary and control volume and tone and use appropriate expression when performing
- Use actions, sound effects, musical patterns and images to enhance a poem's meaning

Play scripts –

Children will:

- evaluate texts for their appeal for the intended audience
- justify opinions of particular characters and/or settings
- identify the structure and features of a range of non-fiction, narrative and poetry texts.
- develop mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters
- use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- select appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition

	<ul style="list-style-type: none"> - evaluate and edits writing by proposing changes to grammar and vocabulary for greater accuracy <p>Explanation texts - Children will:</p> <ul style="list-style-type: none"> - evaluate texts for their appeal on the intended audience - summarise the main ideas of texts, including non-fiction - evaluate the effectiveness of own and others’ writing and suggests improvements - use single clause sentences and multi-clause sentences (using coordinating conjunctions), and multi-clause sentences (using subordinating conjunctions) broadly accurately - use fronted adverbials and commas after fronted adverbials - use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - use paragraphs to organise ideas around a theme
Mathematics	<p>By the end of year 4, children will apply their understanding of Maths to solve a wide variety of problems with more than one step and be expected to prove their thinking through pictures, jottings and conversations.</p> <p>The topics for this term are:</p> <ul style="list-style-type: none"> • Fractions (quantities, measurement, equivalent, ordering and comparing) • Time (analogue and digital) • Statistics and data • Roman numerals • Negative numbers • Geometry (angles, triangles and coordinates) • Area • Problem solving <p>Children should also be familiar with times tables up to 12 x 12. Please ensure your children are practising these, actively, at home.</p>
Science	<p>Living things – This topic teaches the children to recognise that living things can be grouped in a variety of ways. They explore and use keys to identify and name a variety of living things. Finally, they look at how changes to habitats can pose dangers to living things.</p> <p>Brilliant Bubbles - We all enjoying blowing bubbles, but are they always spherical? Can we make square bubbles? What about different coloured bubbles or very tiny ones or ones that last for ages? This topic also looks at places we see bubbles other than when blowing them through soap mixtures, such as in food stuffs to produce lighter (less dense) products.</p>
Computing	<p>Children will review online safety this term.</p> <p>Authoring Children will learn to:</p> <ul style="list-style-type: none"> • understand that word processing software often includes digital tools to improve clarity, accuracy and efficiency. • understand that digital objects (images, text boxes, word art, screen captures etc.) can be inserted and controlled in word-based texts. • understand that multimedia texts are effective in communicating ideas to specific audiences

History/Geography	<p>Is it better to be a child now or in the past? In this unit the children will explore how and why childhood has changed, looking at evidence to come to a decision as to whether it is better to be a child now than in the past. It will draw on work done in other units.</p> <p>How does water go round and round? This unit focuses on rivers. The unit looks at mountains, the source of many rivers, and is underpinned by the water cycle. It looks at how people interact with rivers as well as their geographical features. A case study of one specific river will be included.</p>
RE	<p>Why are there some questions about life to which we don't know the answer? (Truth & Honesty)</p> <ul style="list-style-type: none"> • Explore the big question • Explore sacred texts and compare creation stories across a range of religions • Understand how religious beliefs affect our daily life • Consider key questions to ask God / Gods and consider honest replies <p>Can you have peace without rules? (Peace)</p> <ul style="list-style-type: none"> • Understand how different religions find peace through prayer and worship. • Compare rules and practices in different religions • Interpret the concept of peace through art
Art / D & T	<p>Art – Andy Goldsworthy focus</p> <p>DT:</p>
Music	
Spanish	<p>Pets</p> <ul style="list-style-type: none"> • Recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish. • Tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. • Tell somebody in Spanish the name of their pet. • Attempt to create a longer phrase using the connectives Y (“and”) or PERO (“but”). <p>At the café</p> <ul style="list-style-type: none"> • Order from a selection of foods from a Spanish menu. • Order from a selection of drinks from a Spanish menu. • Order a Spanish breakfast. • Order typical Spanish snacks. • Ask for the bill. • Remember how to say hello, goodbye, please and thank you. <p>Months of the year</p>
PE & Games	<p>Rounders – The focus of the children's rounders lessons will be hand eye coordination in isolation and in combination.</p> <p>Short tennis – The children will be learning basic tennis skills through a range of skill development games. They will also be evaluating and demonstrating how to improve</p>

	performance.
PSHE <i>(Personal, Social and Health Education)</i>	Relationships – We will focus on friendship and loss within this unit. We will cover how to deal with friendships at both good and bad points as well as the ways we can deal with loss.

PE: Please can children have PE kit in school **every day**. It must be named and suitable for both indoor and outdoor activities. It should be stored in a school PE bag, with boots or trainers in a proper boot bag.

Please also could we ask that children **read at home every night** and return their reading record and book into school **every day**.