

<p>YEAR 4 – SPRING TERM 1 EXTREME SURVIVAL.</p> <p>Art: We will be sculpting mouldable materials using different tools to create desert and / or polar creatures.</p> <p>Key vocabulary: kneading, hollowing, pinching, modelling, scoring, plasticity, texture, malleable, slip.</p> <p>D & T: Research, design, make and evaluate a lantern. We will focus on developing the skill of joining materials together in robust ways.</p> <p>Key vocabulary: cube, cuboid, cylinder, scoring, tabs, adhesives, join, assemble, accuracy, stable, free-standing, stiffen, frame, sturdy, reinforce.</p> <p>Cross-Curricular Maths: Statistics: We will plotting graphs using temperature data for polar and desert regions.</p> <p>Measures: Calculate and order distances around the world. Compare the area of deserts and / or polar regions around the world.</p> <p>Time: Children read and interpret bus/ plane timetables.</p> <p>Daily Maths: Our Maths this half term be continuing with our in-depth focus on multiplication and division well as measurement work on length, area & perimeter. We will also be continuing to build on prior learning of fractions.</p> <p>Multiplication Tables: We will continue to focus on improving speed and accuracy in recalling times tables up to 12 x 12.</p> <p>Useful Maths websites:</p>	<p>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.</p> <p>Key vocabulary: Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain.</p> <p>English: We will be reading a range of texts linked to our Geography study of desert and polar regions including ‘Kensuke’s Kingdom’ by Michael Morpurgo and ‘Migration – Incredible Animal Journeys’ by Mike Unwin. Writing opportunities will include writing a non-chronological report about desert or polar regions and persuasive writing to address issues of global warming and its effects on people and animals. In our daily Reading lessons, we will be developing the skills of summarizing, retrieving information and inferring meaning from clues given by the author. We will continue to developing and broaden vocabulary.</p> <p>Writing opportunities will include:</p> <ul style="list-style-type: none"> • Write a non-chronological report about deserts/polar regions. • Write a persuasive text to explain why global warming is harmful and how. <p>Spelling: We will be working hard this term to learn, practice and consolidate spelling of the Year 4 100 high frequency words.</p> <p>Useful English websites: Purple Mash: https://www.purplemash.com/sch/stleonardsst17</p>	<p>*In this Geograpy topic we will learn how to:</p> <ul style="list-style-type: none"> * Use maps and atlases to locate desert and polar regions in the world. *Know which continents and countries have areas of desert and polar regions. *Develop an understanding of the word climate and describe the climate in an extreme climatic region. *Consider how communities adapt to hot and/or cold environments. *Investigate the differences in housing, food and clothing and say why these are influenced by where they live. *Compare Bedouin and Inuit ways of life to our own. *Find out about environmental issues threatening humans, plants and wildlife in different regions. <p>Key vocabulary: United Kingdom, continent, The Arctic, Antarctic, biomes, deserts, polar, poles, physical feature, human feature, environment. weather, climate, temperature, settlement</p> <p>Prior Learning: In Key Stage 1, children will have learned about the 7 continents and 5 oceans of the world. They will have learned some basic geographical vocabulary relating to physical and human features. We will expand on this knowledge and deepen their knowledge and understanding as we compare contrast desert and polar regions and the challenges faced by the living things that survive there.</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> * What are extreme climates? *Where can extreme climates be found in the world? *What are the characteristics of extreme climatic/weather zones? * How do people survive in and adapt to extreme weather and climatic conditions? * How do living organisms survive in and adapt to extreme locations? * How does global warming affect the people and living things that live in extreme environments? <p>P.S.H.E. (Jigsaw) S.M.S.C. (Jigsaw) Our Jigsaw work will explore ‘Dreams and Goals’. This is all about having aspirations and setting goals for ourselves but also explores how we can deal with disappointment if things don’t work out as we had hoped.</p> <p>Key vocabulary: dream, hope, goal, feeling, determination, perseverance, fears, hurt, disappointment, resilience, self-belief, motivation, commitment.</p> <p>R.E.: Commitment – Lent. Children will investigate and engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives.</p> <p>Computing: This half term we will be learning how to use ‘Audacity’ software to create a podcast/radio broadcast detailing findings of our work on Extreme Survival. *We will select, use and combine a variety of software (including internet services) on a range of digital devices to design and</p>
---	--	--	--

www.URBrainy.com/MTC
www.topmarks.co.uk/maths-games/hit-the-button
<https://www.purplemash.com/sch/stleona-rdsst17>

Spelling City:
<https://www.spellingcity.com/Log-yourself-in.html>



WOW! Starter & enrichment:

We will be watching David Attenborough's Seven Worlds: One Planet and enjoying a Forest School session in The Conservation Area.

We will be visiting Birches Valley, Cannock Chase Forest and we are hoping for a visit from soldiers from MOD Stafford.

create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Key Vocabulary: record, edit, microphone, multimedia, software, multi-media.

