



# Year 4 - Autumn Term 1 - Brilliant Brazil

## As readers and writers we will...

**English - Key Texts:** *The Great Kapok Tree* by Lynne Cherry

**Writing Genres:** Description, narrative (story), fact file

### N/C OBJECTIVES:

#### Reading Comprehension:

Focussing on comprehension & understanding of the English text. Using VIPERS to develop different question answering skills.

... drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence

... predicting what might happen from details stated and implied ... explain and summarise what is happening in the text ... discuss words & phrases

that capture the reader's interest & imagination

#### Writing: Punctuation and Grammar

... use paragraphs to organise ideas around a theme ... add description using a variety of features (adjectives, expanded noun phrases) ...

appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition ... Using and punctuating direct speech

#### Writing: Composition

##### Plan their writing by:

... discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

... discussing and recording ideas

... share ideas and plan as a class ... compose & rehearse sentences orally

##### Draft and write by:

... progressively building a varied and rich vocabulary and an increasing range of sentence structures ... organising paragraphs around a theme

... create settings, characters & plot in narrative writing ... in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

**Evaluate and edit by:** ... assessing the effectiveness of their own and others' writing and suggesting improvements ... proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ... proof-read for spelling and punctuation errors

**Spelling:** Learn Year 3 and 4 common exception words. Spell words correctly ending with **-sure** and recapping known suffixes (**-ment, -ness, -ful, -less, -ly**).

**N/C OBJECTIVES:** - add suffixes to spell longer words, use further prefixes and suffixes and understand how to use them.

**Handwriting:** focusing on correctly joining **o, w, r, x z**

## As geographers we will...

Identify where Brazil is in the world and what continent it is part of - using globe, world map and atlases. Identify the Equator, Tropic of Cancer & Capricorn. Understand their position as lines of latitude & locate on maps.

Understand Northern Hemisphere is everywhere above Equator, and Southern Hemisphere is everything below the Equator.

Use a map to identify key features of Brazil - surrounding countries, oceans, capital & important cities, Amazon Rainforest and Amazon River.

Locate and understand about the Amazon Rainforest - how it is so important to the world, how it has changed over time and current climate change issues surrounding it. Children's response to the issue.

Focus on capital city (Brasilia) and another big city in Brazil (Rio de Janeiro). Map work around the two cities - locating where they are, human & physical features they have, land use & change over time. Comparison of the two.

### NC Objectives

...locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical & human characteristics, countries and major cities.

...identify the position & significance of latitude, Equator, Northern & Southern Hemisphere and the Tropics of Cancer & Capricorn.

...understand the geographical similarities & differences through the study of human & physical geography of a region within South America (comparing two cities in Brazil).

...describe and understand key aspects of physical and human geography.

...use maps, atlases, globes and digital mapping to locate countries and describe the features studied.

## As French speakers we will...

Use unit 1 'moi' from Eurostars to discuss ourselves in French

### N/C OBJECTIVES:

Listen attentively to spoken language and show understanding by joining in and responding ... explore patterns and sounds of language through songs and link the spelling, sound and meaning of words ... appreciate songs in the language ... develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

## As Sports people we will...

Use the Real PE scheme to focus on Hand Ball

### N/C OBJECTIVES:

...use running, jumping, throwing and catching in isolation and in combination ... play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

# Brilliant Brazil

## As mathematicians we will...

Recap on previous learning and continue onto the year 4 place value unit of work.

### N/C OBJECTIVES:

...count in multiples of 6, 7, 9, 25 and 1000

... find 1000 more or less than a given number

...count backwards through zero to include negative numbers

...recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)

...order and compare numbers beyond 1000

... identify, represent and estimate numbers using different representations

...round any number to the nearest 10, 100 or 1000

...solve number and practical problems that involve all of the above and with increasingly large positive numbers

...read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

## A scientists we will...

Learn about living things and their habitats.

### N/C OBJECTIVES:

**Year 4** ...recognise that living things can be grouped in a variety of ways ...explore and use classification

keys to help group, identify and name a variety of living things in their local and wider environment

...recognise that environments can change and that this can sometimes pose dangers to living things.

## As computer scientists we will...

Children will understand: how they can protect themselves from online identity theft; that information put online leaves a digital footprint or trail and that this can aid identity theft; the risks and benefits of installing software including apps; copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism; appropriate behaviour when participating or contributing to collaborative online projects for learning; the positive and negative influences of technology on health and the environment and the importance of balancing game and screen time with other parts of their lives.

### N/C OBJECTIVES:

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact... 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.

## PSHE

In PSHE we will...

learn about what it means to be part of a community

...understand that our actions affect ourselves and others

...learn to care about other people's feelings and try to empathise with them ...understand that they have a voice and

are part of the school community and make democratic

decisions through the school council

Jigsaw Unit of Work: Recovery Unit (week 1) and then Being

Me

## RE

We will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year and Ancient Civilisations.

It will consider how some festivals use light as a representation of hope, joy, remembrance and reflection

### N/C OBJECTIVES:

Calderdale agreed syllabus. Unit 4.1 - How are important events remembered in ceremonies?

## As artists we will...

Explore different pencil markings and other media to create textures. Create a piece of original art work inspired by Gustav Glimpt-Forest of Beech Trees.

### N/C OBJECTIVES:

... create sketch books to record their observations and use them to review and revisit ideas... improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]...learn about great artists, architects and designers in history.

## Wider Experiences

The children will enjoy a Samba workshop in school to develop their cultural awareness of Brazil and their music skills.