Year 4 - Orcas
Term 2
How did the achievements of the ancient Maya impact their society and beyond?

Maths – Area
- find the area of rectilinear shapes by counting squares

Multiplication and division
- recall multiplication and division facts for multiplication tables up to 12 × 12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
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Key texts:



English

Core texts

"The Great Chocoplot' by Chris Callaghan
Ancient Maya non-fiction fact file

Reading

This Term year 4 will be focussing on:
- develop positive attitudes to reading and understanding of what they read
- use dictionaries to check the meaning of words that they have read
- identify themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination
- understand what they read, in books they can read independently
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- 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

We will also be developing our skimming and scanning skills by looking at some test-style reading questions throughout the term.

Writing:

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

Draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Grammar, punctuation and spelling
- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- use the present perfect form of verbs in contrast to the past tense
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials

Handwriting

-Form lower-case letters in the correct direction, starting and finishing in the right place.
-Form capital letters.
-Use the diagonal and horizontal strokes needed to join letters.
-Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- increase the legibility, consistency and quality of their handwriting

Year 4
Term 2
How did the achievements of the ancient Maya impact their society and beyond?

History - How did the achievements of the ancient Maya impact their society and beyond?

This term the children will learn about how the Ancient Maya settled in the rainforest and what some of the challenges of this may have been. They will also look at what remains tell us about Ancient Mayan cities. We shall then move on to looking at Ancient Maya beliefs and how their beliefs influenced their inventions. We will also explore how Cocoa was important to the Ancient Maya. Finally, we will investigate what might have caused the decline of the Ancient Maya civilisation.

Computing –

Computing – Audio

Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. They will also will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use a computer microphone to record a podcast. Finally, learners will evaluate their work and give feedback to their peers.

Online safety: Super Searchers

PSHE – Celebrating difference

In PSHE children will work towards the following learning goals:

- understand that, sometimes, we make assumptions based on what people look like
- understand what influences me to make assumptions based on how people look
- question why I think what I do about other people
- know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure
- know how it might feel to be a witness to and a target of bullying
- problem-solve a bullying situation with others
- identify what is special about me and value the ways in which I am unique
- like and respect the unique features of my physical appearance
- tell you a time when my first impression of someone changed when I got to know them
- explain why it is good to accept people for who they are

(RSHE is now intertwined within the PSHE curriculum. Please contact your class teacher if you have any questions about this.)

DT- Cooking and nutrition: adapting a recipe

Pupils will be working as part of a small group in order to:

- Evaluate existing biscuit products.
- Prepare and cook a dish.
- Select ingredients and follow a budget.
- Take inspiration from existing products.
- Make and test a prototype biscuit.
- Evaluate their final product.

P.E. - Ball skills (Monday) and Gymnastics (Thursday)

Pupils will develop flexibility, strength, technique, control and balance.

Pupils will use throwing and catching in isolation and in combination, and play competitive games.

Science –Living things and their habitats

In this unit pupils will be taught to:

- 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

The children will also Work Scientifically by:

- asking relevant questions and using different types of scientific enquiries to answer them
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- identifying differences, similarities or changes related to simple scientific ideas and
- processes
- using straightforward scientific evidence to answer questions or to support their findings.

Music

- Prepare for our performance in the church as part of the Rye Music festival with Andy Nunn
- Understand the history of and explore rock and roll music

R.E.- For Christians, what was the impact of Pentecost?

Throughout our RE topic we will explore the following questions:

- What is Pentecost?
- What does the Bible say about Pentecost?
- How have artists depicted the events of Pentecost?
- For Christians what is the impact of the gift of the Holy Spirit?
- For Christians, what was the impact of the Holy Spirit?