



Beech Class

Term 4



The information below gives an outline of what the children will be learning this term.
Tuesday 28th February - Viking Day in school led by 'Those History People'.
Thursday 23rd March - Trip to The Science Observatory, Hailsham.

Maths

Multiplication and Division (Unit 2)

- Multiply up to a 4-digit number by a 1-digit number
- Multiply a 2-digit number by a 2-digit number (area model)
- Multiply a 2-digit number by a 2-digit number
- Multiply a 3-digit number by a 2-digit number
- Multiply a 4-digit number by a 2-digit number
- Solve problems with multiplication
- Short division
- Divide a 4-digit number by a 1-digit number
- Divide with remainders
- Efficient division
- Solve problems with multiplication and division

Fractions (Unit 2)

- Multiply a unit fraction by an integer
- Multiply a non-unit fraction by an integer
- Multiply a mixed number by an integer
- Calculate a fraction of a quantity

- Fraction of an amount
- Find the whole
- Use fractions as operators

Times Tables will continue to be taught daily.

English

Spelling

- words ending in -able and -ible
- words ending in -ably and -ibly
- homophones
- revision of words taught previously

Writing

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using the perfect form of verbs to mark relationships of time and cause
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Using brackets, dashes, or commas to indicate parenthesis

draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

evaluate and edit by:

- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Proof-reading for spelling and punctuation errors.

Reading

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Making comparisons within and across books.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Distinguish between statements of fact and opinion
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

Computing - Databases

I will be improving my knowledge by learning:

- how to search for information in a database.
- to contribute to a class database.
- to create a database around a chosen topic.

History - The Vikings

I will be improving my knowledge by learning:

- To place the Vikings in context of time and place.
- To identify, analyse and explain turning points in Viking fortunes.
- To understand how there can be different interpretations of the same event.
- To analyse sources to determine whether the Vikings were raiders or traders.
- To follow more independent lines of enquiry and make informed responses based on this.
- To understand why contrasting arguments and interpretations occur.

Geography - South America

I will be improving my knowledge by learning:

- To locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and major cities.
- To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and earthquakes.
- To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- To understand how human and physical processes give a continent studied its unique characteristics.
- To describe and explain how the climate of a country is linked to the distribution of natural resources.

- To describe and explain similarities and differences (human and physical) of a region within **South America**.

Science – Earth and Space

As a Scientist, I will be improving my scientific knowledge by:

- Describing the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describing the Sun, Earth and Moon as approximately spherical bodies.
- Describing the movement of the Moon relative to the Earth.
- Explaining day and night and the apparent movement of the Sun across the sky.

As a Scientist, I will be improving my scientific skills by:

- planning a scientific enquiries to answer questions.
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Art – Collage (Artist – Milhazes)

I will be improving my knowledge by:

- Studying the work of Beatriz Milhazes
- Commenting on art works with a developing grasp of visual language.
- Collecting information sketches and resources, and presenting ideas in a sketch book.

I will be developing the skills of:

- Using pencils, rulers and compasses to draw an abstract 2D image.
- Creating tonal shading using a variety of techniques.
- Mixing textures (rough and smooth, plain and patterned).
- Using ceramic mosaic materials and techniques.

DT - Collage

I will be improving my knowledge by learning:

- To begin to use research to develop design criteria.
- To design an appealing product.
- To generate, develop, model and communicate ideas through discussion and annotated sketches

I will be developing the skills of:

- Cutting materials with precision and refine the finish with appropriate tools.
- Developing a range of practical skills to create a product.

Music - Songwriter

I will be improving my knowledge by learning:

- Composer Holst - Planets
- Rock - Little Richard - Tutti Frutti

I will be developing the skills of:

- Singing - expressively and in tune - or play from memory with confidence - breathing well and using clear diction.
- Performing solos or as part of an ensemble.
- Holding a part within a round.
- Playing an accompaniment on an instrument.
- Reading most notes accurately on the musical stave.
- Suggesting improvements and conveying the relationship between the lyrics and the melody.

PSHE - Relationships

During this topic, I will learn:

- to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- how it feels in a person's mind and body when they are uncomfortable
- how to respond to unwanted or unacceptable physical contact
- whom to tell if they are concerned about unwanted physical contact
- to recognise that everyone should be treated equally
- why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- what discrimination means and different types of discrimination
- to identify online bullying and discrimination of groups or individuals
- the impact of discrimination on individuals, groups and wider society

This term's value is: Tolerance

PE

PE lessons this term will be every Tuesday (hockey) and Thursday (netball).

French - Je me presente

I will be improving my knowledge by learning:

- to use and understand set phrases to talk about myself and ask others for simple information in return.
- To understand numbers 1-20, count and use them out of sequence.
- to tell you my nationality and I am aware that the pronunciation changes if I am a girl or boy