

English Language Text: The BFG By Roald Dahl	Term 4		Mathematics
<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> • listening to and discussing a 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 • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] 	<p style="text-align: center;">Computing</p> <p>Touch Typing</p> <ul style="list-style-type: none"> • To introduce typing terminology. • To understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys. To practice and improve typing for home, bottom, and top rows. • To practice the keys typed with the left hand. • To practice the keys typed with the right hand. 	<p style="text-align: center;">Mathematics</p> <p>Year 3:</p> <p style="text-align: center;">Multiplication and Division</p> <ul style="list-style-type: none"> • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects <p style="text-align: center;">Length and Perimeter</p> <ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm) 	
	<p style="text-align: center;">Design Technology</p> <p>Mechanical Systems- Making moving pictures.</p> <ul style="list-style-type: none"> • To explore moving picture books, how they work and their intended audience. • To make mechanisms and structures using sliders, pivots and folds to produce movement. • To design and construct a moving picture with box layers. 		

- understand what they read, in books they can read independently, by:
 - 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
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Word reading

- apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet

- To design and construct a moving picture with pivots and folds to create movement.
- To design and construct a moving picture with pivots and sliders to create movement.
- To evaluate finished product against the design criteria, intended purpose and audience.
- To measure, mark out, cut, score and assemble components with increasing accuracy.

- measure the perimeter of simple 2-D shapes

Fractions

- Count up and down in tenth; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators

Mass and Capacity

- measure, compare, add and subtract: lengths(m, cm, mm); mass (kg/g); volume/capacity l/ml).

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Year 4:

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
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Length and Perimeter

- convert between different units of measure [for example, kilometre to metre]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Fractions and Decimals

- Recognise and show, using diagrams, families of common equivalent fractions
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- Add and subtract fractions with the same denominator
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
- Find the effect of dividing a one- or two-digit number by 10 and 100,

		<p>identifying the value of the digits in the answer as ones, tenths and hundredths</p>
<p style="text-align: center;">Writing</p> <p>Spelling:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Handwriting:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the 	<p style="text-align: center;">PE</p> <p>Gym Fundamental Skills</p>	<p style="text-align: center;">Science</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> • To sort foods into food groups and find out about the nutrients that different foods provide. • To explore the nutritional values of different foods by gathering information from food labels. • To sort animal skeletons into groups, discussing patterns and similarities and differences. • To investigate an idea about how the human skeleton supports movement. • To explain how bones and muscles work together to create movement. • To design and carry out my own investigation.

ascenders and descenders of letters do not touch]

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 sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- introduce the paragraph as a way to group related material; begin to organise information around a theme
- in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing
- in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings].

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing, and suggesting improvements
- suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns.

Proof-read for spelling and punctuation errors.

Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear.

Grammar & Punctuation

- develop their understanding of the concepts of vocabulary, grammar and punctuation by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech

Geography

Natural Resources

- What are the world's natural resources?
- How has the use of natural resources changed?
- How can using natural resources cause problems?
- What natural resources does Chile have?
- What natural resources does the UK have?

RSE/PSHE

Health and Wellbeing

- To understand and plan for a healthy lifestyle including physical activity, rest and diet.
- To understand how we can look after our teeth.
- To understand what relaxation feels like.
- To understand that relaxation techniques can be used anywhere.
- To identify my own strengths and begin to see how they can affect others.
- To break down barriers into smaller, achievable goals
- To understand a range of emotions.
- To recognise when to give consent.
- To begin to understand what mental health is and who can help if they need it.

<ul style="list-style-type: none"> • use and understand grammatical terminology accurately and appropriately when discussing their writing and reading 	<p style="text-align: center;">French</p> <p>All About Me</p> <ul style="list-style-type: none"> • To listen and respond to instructions. • To read, listen and respond to vocabulary. • To understand and respond to action words. • To listen to and copy pronunciation of colour words accurately. • To recognise masculine and feminine clothing nouns. • To use simple conjunctions to link vocabulary for clothes and accessories. 	
<p style="text-align: center;">Spelling</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Adding the prefix bi- (meaning 'two' or 'twice') • Adding the prefix re- (meaning 'again' or 'back') • Words ending in the /g/ sound spelt 'gue' C and the /k/ sound spelt 'que' • Words with a /sh/ sound spelt with 'ch' • Words ending in -ary • Words with a short /u/ sound spelt with 'o' • Statutory Spellings Challenge Words <p>Year 4:</p> <ul style="list-style-type: none"> • Words with a 'soft c' spelt with 'ce' • Words with a 'soft c' spelt with 'ci' • Word families based on common words, showing how words are related in form and meaning • Statutory Spellings Challenge Words 		<p style="text-align: center;">R.E.</p> <p>Christianity: Salvation</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <ul style="list-style-type: none"> • What might the narrative of the Last Supper, Judas' betrayal and Peter's denial mean? • Do I know what the texts studied mean to some Christians? • What are the links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion? • How do Christians show their beliefs about Jesus in their everyday lives? • What are the questions and possible answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs



might make a difference to how I think and live?