



St Mark's VA Church of England/Methodist Ecumenical Primary School

# Termly Topic Plan: Moving and Growing/Local History

Class: Year 4 Miss Derham's Set

Term: 1

| English   |  | Mathematics  |   | Science   |  |
|---|--|--|---|---|--|
| <p><b>Word:</b><br/>Identifying misspelt words in writing and keeping individual lists to aid learning<br/>Spellings to include building from other words with similar patterns and meanings, spelling by analogy with other known words, homophones, regular verb endings and tense changes, suffixes and the medium frequency word list.</p> <p><b>Sentence:</b><br/>Identifying and using powerful verbs and adverbs<br/>Understanding and using tense correctly</p> <p><b>Text:</b><br/>Class novels<br/>Short historical stories<br/>Newspaper reports and other non fiction texts<br/>Non chronological reports</p> |  | <p><b>Place value:</b> Read and write whole numbers to 10000; know what each digit represents<br/>Recognise relationship between Th, H, T and U; partition numbers into Th, H, T, U</p> <p><b>Calculations:</b> Know multiplication as repeated addition and arrays<br/>Understand division as inverse of multiplication, divide whole numbers, find remainders</p> <p>Addition and subtraction: number pairs to 100/1000<br/>Addition and subtraction: adding to next 100/1000</p> <p><b>Measures:</b> Use standard metric units of length: mm, cm, m, km<br/>Understand and measure area as covering 2 dimensions</p> <p><b>Shape:</b><br/>Know names of, describe and visualise common shapes<br/>Classify polygons, recognise types of triangles</p> |   | <p><b>Moving &amp; Growing (QCA Unit 4A)</b></p> <p>The main functions of the skeleton<br/>Using scientific vocabulary for parts of the body<br/>Describing the characteristics of bones<br/>Recognizing how skeletons grow<br/>Investigating how muscles work to effect movement<br/>Identifying areas for investigation<br/>Making accurate measurements<br/>Interpreting evidence<br/>Making predictions</p>             |  |
| History   | Geography  | RE   | Music   | Art & Design  |  |
| <p><b>Local History</b></p> <p>What is local history?<br/>Compare old and new maps/buildings<br/>What can a census tell us?<br/>What jobs did people do in the past?<br/>Focus on 'Nut Tree'.<br/>Life as a Victorian rural farm worker – visit to Rural Life Museum</p>  | <p><b>Local map work</b></p> <p>Cross curricular work with history and ICT</p>   | <p><b>Life Stories (PPA)</b></p> <p>Hear about, discuss and reflect on the lifestyles or main events in lives of people who acted out of conviction.</p> <p>Reflect on their attitudes and behaviour in the light of qualities demonstrated by other people.</p>   | <p><b>Music Express/QCA unit 14</b><br/><i>Exploring singing games</i></p> <p>Singing and playing a range of singing games<br/>Describing musical characteristics<br/>Composing singing games with words, actions and a strong sense of pulse<br/>Performing to an audience</p>   | <p><b>Portraying Relationships/QCA unit 3A</b></p> <p>Exploring ideas<br/>Collecting information about people to use in their own work<br/>Creating double portraits that illustrate relationships<br/>Investigating visual qualities<br/>Experimenting with painting techniques<br/>Using a variety of media to express ideas<br/>Make comparisons between their own and others work and offer constructive criticism.</p> |  |
| Design & Technology   | ICT  | PE   | PHSE & Citizenship  | Other   |  |
| <p><b>Moving Monsters/QCA Unit 3C</b></p> <p>Explore simple pneumatic systems<br/>Working as a team<br/>Designing and making a model with moving parts<br/>Evaluating work</p>  | <p><b>Collecting and presenting information, questionnaires and pie charts/QCA 4D</b></p> <p>Collecting data in a way that aids entry<br/>Entering data into a database<br/>Creating pie, line and bar charts<br/>Selecting graphs appropriate to purpose.</p> <p><b>Writing for different audiences/ QCA 4A</b></p> <p>Using word processors to match work to audience<br/>Editing work using features such as spell check.</p> | <p><b>Games (PPA)</b><br/>Football skills.<br/>Dribbling, stopping, passing, invasion and defensive strategies.</p> <p><b>Movement/ Dance</b><br/>Moving imaginatively in response to stories or music<br/>Working independently and with others to create motifs, structure dance phrases, repeat and remember a dance<br/>Performing clearly and fluently to an audience<br/>Warming up and cooling down safely</p>  | <p><b>SEAL - New Beginnings</b></p> <p>Making others feel welcomed and valued<br/>Thinking of strategies to join a group<br/>Considering how we are special<br/>Examining feelings of exclusion, happiness, sadness being scared and being excited<br/>Identifying emotions in others<br/>Predicting emotions in given situations</p> |   |  |