



Topic planning – Extreme Weather

Year 4 – Spring Term

Topic overview:

Texts

Starting with a non-fiction – focus on the vocabulary

- Living through a natural disaster
- How things happen in the natural world
- Fox

Geography

- * Weather differences in the different areas of the UK
- * Locating major cities in the UK and comparing temperatures

Maths

- * Interpret data – weather charts
- * Symmetrical art – weather
- * calculate temperature differences
- * Calculate the area of devastation caused by natural disasters
- * Finding the coordinates of storms across the world

Science

- * explore the polar ice caps – melting, change of state and relate to climate change
- * Water cycle – How does the water cycle affect our weather systems? Carry out an investigation in the forest schools area.

English

Information text on the water cycle
Leaflet on climate change
Animal narratives based on the impact of natural disasters on their food chains.

Music

Create a weather based piece of music taking inspiration from other composers.

Extreme Weather

Art

LAUNCH – create different weather features to hang from the ceiling.
Create weather around the world – 4 corners of the classroom – 4 corners of the world and their typical weather patterns.
Create printed artwork using natural materials as a stimulus

Computing

Create an animation to model the water cycle.

Subject	Objectives (if a subject is within your curriculum but an objective won't fit, put (D) in brackets)	Discrete?	
Reading	<p><u>Applying phonics</u></p> <ul style="list-style-type: none"> ▪ I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words. ▪ I know that many words may have a similar pronunciation but may be written differently. ▪ I know that some of these are unusual. ▪ I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. ▪ I know that unfamiliar words can be read by using knowledge of known similar words (analogy). ▪ I use analogy drawing on the pronunciation of similar known words to read others <p><u>Reading for Pleasure</u></p> <ul style="list-style-type: none"> ▪ I understand that a writer can use patterned language for effect. ▪ I find examples of patterned language for effect. ▪ I identify words and language that show the setting of a book – historical, cultural or social. ▪ I know that writers choose words and language to show atmosphere, mood or feelings. ▪ I find words and language in my reading that writers have used to show atmosphere, mood or feelings. ▪ I identify different openings in different books and I can compare different story openings. <p><u>Reading for Pleasure – Poetry</u></p> <ul style="list-style-type: none"> ▪ I recognise and name different types of poems which have been introduced to me. ▪ I explain the effect created by the poet's choice of words and language. ▪ I know that poems may have patterned language. ▪ I find examples of patterned language in the poems I read. ▪ I explain the effect of patterned language in poems and why a poet might use it. ▪ I understand that the meaning of poems can be enhanced through performance. ▪ I enjoy watching performances of poems. 	<p><u>Reading for Pleasure- Non-Fiction</u></p> <ul style="list-style-type: none"> ▪ I know where to find the specific information needed in my book. ▪ I know how to use a non-fiction book to find identified information. ▪ I discuss the meaning of the unfamiliar words identified. <p><u>Reading with understanding</u></p> <ul style="list-style-type: none"> ▪ I understand that a reader needs to interact with a text to understand it fully. ▪ I check understanding in any book or text read. ▪ I actively seek the meaning of any words or language not understood. ▪ I ask questions to ensure understanding of a text. ▪ I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. ▪ I understand that a writer wants the reader to respond in a certain way. ▪ I explain how the writer made sure of the reader's response, using evidence from the text. ▪ I compare with others' personal responses to a text. ▪ I understand why a character acted, responded or felt in a certain way. ▪ I make predictions based on the text and from knowledge from other books. ▪ I identify the main idea in paragraphs in a text. ▪ I summarise the main idea of a text in a sentence. ▪ I find evidence which shows what the theme is in a book. ▪ I explain why the evidence shows what the theme is. ▪ I use the organisation and layout of a book to find specific information. ▪ I record key words or information found 	
Writing (GPS)	<u>Handwriting</u> *	<u>Grammar</u>	* D

	<ul style="list-style-type: none"> ▪ I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. <p><u>Spelling</u> *</p> <ul style="list-style-type: none"> ▪ I spell words with additional prefixes and suffixes and understand how to add them to root words. (- ation, ous, ion, ian) ▪ I use plural 's' and possessive 's' correctly. (The girls were playing football. The girls' football boots. The girl's football boots.) <p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ I write a narrative with a clear structure, setting, characters and plot. ▪ I include key vocabulary and grammar choices that link to the style of writing. (e.g.: Scientific words/ historical words/ words that fit with the context, e.g. science fiction) 	<ul style="list-style-type: none"> ▪ I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (When I was writing about bees, the hive and the queen. I remembered to write 'they', 'it', and 'she' every other time, so that my writing was less repetitive). ▪ I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. (e.g. accurate use of pronouns in sentences; 'I forgot to put the comma after a fronted adverbial'; realise the spelling of proberbly is wrong). ▪ I use fronted adverbials of place, time and manner, including the use of a comma. ('Later that day, I went shopping', <p><u>Punctuation</u></p> <ul style="list-style-type: none"> ▪ I use the apostrophe for omission and possession. – (women's rights, boys' cloakroom) ▪ I secure the use of punctuation in direct speech-, including a comma after the reporting clause. (The conductor shouted, "Sit down!") 	
Sp&L	<ul style="list-style-type: none"> • I ask questions to clarify or develop my understanding. • I sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. • I show that I understand the main point and the details in a discussion. • I adapt what I am saying to the needs of the listener or audience (increasingly). 	<ul style="list-style-type: none"> • I show that I know that language choices vary in different contexts. • I present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. • I justify an answer by giving evidence. • I use Standard English when it is required. • I perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone 	
Maths	<p><u>Number and Place Value</u> *</p> <ul style="list-style-type: none"> ▪ I read Roman numerals to 100 and understand that over time, the numeral system changes to include the concept of zero and place value. ▪ I find 1000 more or less than a given number. <p><u>Multiplication</u> *</p> <ul style="list-style-type: none"> ▪ I divide 2-digit and 3-digit numbers by a 1-digit number using formal written layout with no remainder. ▪ I use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; multiplying three numbers together. 	<p><u>Fractions</u> *</p> <ul style="list-style-type: none"> ▪ I recognise and show, using diagrams, families of common equivalent fractions. ▪ I add and subtract fractions with the same denominator. <p><u>Measures</u></p> <ul style="list-style-type: none"> ▪ I find the area of rectilinear shapes by counting squares. <p><u>Geometry</u></p> <ul style="list-style-type: none"> ▪ I describe positions on a 2D grid as coordinates in the first quadrant. 	* D

	<ul style="list-style-type: none"> I find the effect of multiplying a number with up to 2 decimal places by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. <p><u>Statistics</u> (from Autumn)</p> <ul style="list-style-type: none"> I interpret and present discrete and continuous data using appropriate graphical methods, including: bar charts and time graphs. 	<ul style="list-style-type: none"> I identify lines of symmetry in 2D shapes presented in different orientations. I complete a simple symmetric figure with respect to a specific line of symmetry. 	
Science	<p><u>Working scientifically</u></p> <ul style="list-style-type: none"> I ask relevant scientific questions. I use observations and knowledge to answer scientific questions. I set up a simple enquiry to explore a scientific question. I set up a test to compare two things. I set up a fair test and explain why it is fair. I make careful and accurate observations, including the use of standard units. I use equipment, including thermometers and data loggers to make measurements. I gather, record, classify and present data in different ways to answer scientific questions. I record findings using diagrams, keys, bar charts and tables and scientific language. I use findings to report in different ways, including oral and written explanations, presentation. I draw conclusions and suggest improvements. I make a prediction with a reason. I identify differences, similarities and changes related to an enquiry. 	<p><u>Chemistry - States of Matter</u></p> <ul style="list-style-type: none"> I group materials based on their state of matter (solid, liquid, gas). I describe how some materials can change state. I explore how materials change state. I measure the temperature at which materials change state. I describe the water cycle. I explain the part played by evaporation and condensation in the water cycle. 	
History			
Geography	<ul style="list-style-type: none"> I name the areas of origin of the main ethnic groups in the United Kingdom and in our school. I find at least 6 cities in the UK on a map To name and locate some of the main islands that surround the UK. Explain the difference between the British Isles, GB and UK 		
Art	<ul style="list-style-type: none"> I print onto different materials using at least four colours. I integrate my digital images into my art. 	BIG ART WEEK – week 1	

DT			
Music	<ul style="list-style-type: none"> • I improvise using repeated patterns. • I use notation to record and interpret sequences of pitches. • I use notation to record compositions in a small group or on my own. • 	<ul style="list-style-type: none"> • I explain why silence is often needed in music and explain what effect it has. • I identify and describe the different purposes of music. • I begin to identify the style of work of Beethoven, Mozart and Elgar. 	
PE	<u>Games</u> <ul style="list-style-type: none"> • I catch with one hand. • I throw and catch accurately. • I hit a ball accurately with control. • I keep possession of the ball. • I vary tactics and adapt skills depending on what is happening in a game 	<u>Dance</u> <ul style="list-style-type: none"> • I take the lead when working with a partner or group. • I use dance to communicate an idea. 	D
Computing	<u>Information technology</u> <ul style="list-style-type: none"> • I select and use software to accomplish given goals. 	<u>Digital literacy</u> <ul style="list-style-type: none"> • I recognise acceptable and unacceptable behaviour using technology. 	
MfL	<u>Spoken language</u> <ul style="list-style-type: none"> • I name and describe people. • I name and describe a place. • I name and describe an object. • I have a short conversation saying 3-4 things. • I give a response using a short phrase. • I am starting to speak in sentences. • 	<u>Reading</u> <ul style="list-style-type: none"> • I read and understand a short passage using familiar language. • I explain the main points in a short passage. • I read a passage independently. • I use a bilingual dictionary or glossary to look up new words. <u>Writing</u> <ul style="list-style-type: none"> • I write phrases from memory. • I write 2-3 short sentences on a familiar topic. • I say what I like/dislike about a familiar topic. 	D
RE	<p>4.1 Use correct terminology when talking or writing about special places, days, rituals and objects and key beliefs and teachings</p> <p>4.2 To explain the details of significant stories.</p> <p>4.3 To explain some ways that different religions can share common features.</p> <p>4.4 Understand that symbolic meaning and significance can be expressed in a variety of ways.</p>	<p>4.5 Make connections between their own identity and experience and that of others.</p> <p>4.6 Reflect on what is special and significant in their own lives and/or realise that there are puzzling and difficult questions.</p> <p>4.7 Show some understanding of values, attitudes and commitments in relation to stories and teachings, beliefs and practices.</p>	D

PSHCE	<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>	<p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p>	D
Forest area	<p>Out of classroom day</p> <p>Weather station</p> <p>Collect rain water to monitor over the course of the week throughout the term</p> <p>Compare the temperature of our forest school area with cities across the UK.</p>		