

**Blooms**

Do you agree that family life changed for the worse during World War Two?  
Do you agree that sound travels through solids, liquids and gases in the same way?

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| <b>Writing</b>                                   | Genre: Discussion <ul style="list-style-type: none"> <li>To write an effective introduction and conclusion.</li> <li>Maintain balance by giving all the arguments for followed by all the arguments against or a series of contrasting points.</li> <li>Use a range of appropriate linking words to guide the reader e.g. finally, after that, so, later, after that, on the other hand, that said, alternatively.</li> <li>Give the opinions of others to back up points without appearing biased e.g. many believe, think that etc.</li> <li>Use a range of subject-specific or technical vocabulary whilst maintaining interest.</li> <li>Successfully reinforce both sides of the argument with facts, figures and opinions.</li> <li>Continue to develop the skills to identify and correct errors in their own writing.</li> <li>Develop a wider vocabulary through using thesauruses and use these confidently in the editing process.</li> <li>Revise recount writing to retell real or fictional events.</li> </ul>   |   |
| Genre:<br>Discussion                             |  |   |
| <b>Reading</b>                                   | <ul style="list-style-type: none"> <li>Class Text: The Amazing Story of Adolphus Tips (Michael Morpurgo)</li> <li>Developing strategies to decipher meanings of unknown words.</li> <li>Securely use a dictionary to find the meaning of new vocabulary.</li> <li>Link knowledge of events from history to understand events in a story.</li> </ul>  |   |
| <b>SPAG</b>                                      | <ul style="list-style-type: none"> <li>Use homophones correctly and recognise when an error has been made.</li> <li>To use fronted adverbials accurately</li> <li>Develop the use of commas, including using them for fronted phrases</li> <li>Use noun phrases expanded by the addition of modified adjectives, nouns and preposition.</li> <li>Continue to learn the Year 4 spellings list</li> </ul>  |   |
| <b>Mathematics</b><br><br>(including arithmetic) | <p><b>Number: Decimals &amp; Money</b></p> <ul style="list-style-type: none"> <li>Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.</li> <li>Apply place-value knowledge to known multiplicative number facts (scaling facts by 100), for example: <math>3 \times 4 = 12</math> and <math>12 \div 4 = 3</math> so <math>300 \times 4 = 1200</math> and <math>1200 \div 4 = 300</math></li> <li>Estimate, compare and calculate different measures, including money in pounds and pence.</li> <li>Columnar addition/subtraction including numbers with 2 decimal places, e.g. <math>\pounds 10 - \pounds 2.38 = 10.00 - 2.38</math> and <math>\pounds 10 - \pounds 1.7 = 10.00 - 1.70</math></li> <li>Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul> <p><b>Geometry: Properties of Shapes</b></p> <ul style="list-style-type: none"> <li>Recognise angles as a property of shape or a description of a turn. 'The space between where two lines meet.'</li> <li>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</li> <li>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</li> <li>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> <li>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.</li> </ul> <ul style="list-style-type: none"> <li>Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication, e.g. <math>5 \times 6 = 4 \times 6 + 6</math> or <math>5 \times 6 = 4 \times 6 + 1 \times 6</math></li> <li>Divide 1,000 into 2, 4, 5 and 10 equal parts.</li> </ul> |   |
| <b>History</b>                                   | <p><b>World War Two</b></p> <ul style="list-style-type: none"> <li>Identify reasons to explain why the war started and explore the significance of key events.</li> <li>Explore the significance and impact of the Battle of Britain as a turning point in comparison to other wartime events.</li> <li>Describe different aspects of life on the home front in more detail and explore how different people were affected.</li> <li>Suggest reasons why entertainment during the war was important.</li> <li>Explain why different commemorative events are celebrated each year.</li> </ul>  | <p><b>English:</b></p> <p>Diary entries for a child/adult during WW2.</p> <p>Discussion text on the causes of the war and key events.</p> <p>Non chronological report with independent research to support facts.</p> |

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| <p><b>Science</b></p> | <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Describe sounds.</li> <li>• Identify high and low sounds/loud and quiet sounds.</li> <li>• Observe how different sounds are made.</li> <li>• Describe how sounds change over distance.</li> <li>• Identify the best material for absorbing sound.</li> <li>• Create a musical instrument that will play different sounds. Predict what will happen in an investigation.</li> <li>• Make observations.</li> </ul>  | <p><b>Mathematics:</b><br/>Data handling, reading and interpreting graphs and tables.<br/>Recording information.</p> <p>Decibels and sound measurements.</p> |
| <p><b>DT</b></p>      | <p><b>Musical Instruments</b> (adapted for online learning if necessary)</p> <ul style="list-style-type: none"> <li>• Demonstrate learning from the sound unit by designing and creating a musical instrument that will play high, low, loud and quiet sounds.</li> <li>• Use a range of tools and equipment with accuracy. Measure, mark out, join, and assemble materials and components with accuracy.</li> <li>• Evaluate the appearance and usability of own and pre-existing products. Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.</li> </ul>  |  |
| <p><b>PE</b></p>      | <p><b>Boxercise</b> (adapted for online learning if necessary)</p> <ul style="list-style-type: none"> <li>• Revise jab and L shape movements.</li> <li>• Maintain boxing stance.</li> <li>• Discuss the need to raise the heart rate.</li> <li>• Introduce cross jab, toe touch, dug and dodge, sidekick and boxing twist and create a simple sequence of all taught moves so far.</li> <li>• Develop coordination and balance.</li> <li>• Build a sequence; sustain intensity of movement for prolonged periods.</li> <li>• To demonstrate an awareness of the music's rhythm and phrasing when improvising</li> <li>• To perform and evaluate own and others' work.</li> </ul>                   |  |
| <p><b>RSHE</b></p>    | <ul style="list-style-type: none"> <li>• To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage.</li> <li>• To recognise and challenge stereotypes.</li> <li>• To realise the nature and consequences of discrimination, teasing, bullying (including cyber-bullying) and aggressive behaviours and how to respond to them and ask for help.</li> <li>• To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about others people's feelings and try to see, respect and if necessary constructively challenge their points of view.</li> </ul> |  |