



**Key Question Week 1:** Blood on his hands: Will Macbeth right his wrongs?

**Key Text for Linked Learning:** Macbeth (Orchard Classics)

**Linked Learning:** English and History

It is the first week of Year 4 and what an exciting way to start the year with a new topic all about Macbeth. This week will begin with a murder scene for the children to investigate. Children will read *Macbeth*, focusing on drawing inferences, making predictions, the writers' choice of words and exploring characters and motives. This will lead onto them writing a first-person account from the perspective of Macbeth, detailing the murder of the King. To start their learning about the Tudors, children will learn and retell the story of the Battle of Bosworth by understanding the key events and figures leading to Tudor reign in England. Children will learn about William Shakespeare and the legacy he left.

**Maths:** This week, children will revisit their learning from Year 3.

**Science:** To start their electricity topic, children will complete a start of unit quiz. In their first lesson, they will challenge their knowledge and misconceptions about electricity by exploring several electrical games and devices.

**History:** See above.

**Geography:** Children will locate counties of the U.K on a map.

**Computing:** Children will explore using Forms to create a survey.

**Music:** Linking to their weekly music lessons, children will be learning about musical notation.

**Art:** Children will work on recapping basic drawing and sketching skills from Year 3.

**Design Technology:** Children will begin to explore the designs of Tudor houses and how they were constructed.

**PDW:** Children will learn about change and why it's okay to be nervous and feel worried.

**R.E:** Linking to their PDW learning, children will learn about how to express joy.

**P.E:** Children will begin to practise a variety of basketball skills such as dribbling, passing and shooting, as well as collaborating with a partner to do so.

**MFL:** Children will revise the language learnt in Year 3, including numbers to ten, days of the week, months of the year and colours.

**Mini Quiz:** This week we will be taking our whole class spaced retrieval quiz which will cover topics learned this half term and in previous years.

**Key Question Week 2:** How was Tudor life different to today for rich and poor?

**Key Text for Linked Learning:** Tudor (Eye Witness Guide)

**Linked Learning:** History, Music and English

This week, children will examine Tudor life in England. They will talk about historical artefacts and about how artefacts can give us information. This will inform their English work, where children will be reading high quality information texts about the Tudors, focusing on the text organisation and the reasons for this and the formal style and language choices. Children will begin to plan their own non-chronological report about Henry VIII's wives in the style of an Eye Witness guide. In Music, children will compare 'Pastime with Good Company' and 'Green Sleeves', looking at, and listening to, the instruments used during this period. Children will also learn to recognise simple rhythmic notation (e.g. quaver, semi-quaver, crochet, treble clef, semi-breve, rest and minim).

**Maths:** This week children will say what each digit represents in a 4-digit number; write place value related additions; compare 4-digit numbers; use this knowledge to compare 4-digit numbers using < and >; locate 3-digit numbers on landmarked and unmarked 0-1000 lines; locate 4-digit numbers on landmarked and unmarked lines.

**Science:** Children will use an interactive resource to discover electrical dangers around the home and create a poster warning others of these dangers.

**History:** See above.

**Geography:** Children will continue locate counties of the U.K on a map and investigate their origins.

**Computing:** Children will continue to explore using Forms to create a survey.



**Music:** See above

**Art:** Children will explore the remarkable portraiture of Kahlo and identify how she reflects her own personality and feelings in her paintings. They will practise ideas for a self-portrait together.

**Design Technology:** Children will explore the designs of Tudor houses and how they were constructed.

**PDW:** Children will learn about the best way to give constructive feedback to others.

**R.E:** Children will learn how to be thankful.

**P.E:** Children will continue to practise a variety of basketball skills such as dribbling, passing and shooting, as well as collaborating with a partner to do so.

**MFL:** Children will recap their French phonics from Year 3 to include all 16 phonemes.

**Key Question Week 3:** Which of Henry VIII's wives got the best deal?

**Key Text for Linked Learning:** Tudor (Eye Witness Guide)

**Linked Learning:** History, English, PDW and Art

This week, children will continue to explore the life of Henry the VIII and the people of Britain during his reign, including his split from the Catholic church and the creation of the Church of England and how this led to Henry's divorce and remarriage. Children will go on to examine the quality of life for the rich and poor and explore how Tudor fashion was used as a symbol of status and wealth. Following on from this, children will create a collage of a typical Tudor clothing. Children will continue to write their non-chronological reports about the wives of Henry VIII, using high quality language and a formal style. Alongside their learning of Henry VIII, in PDW, children will explain what marriage is and the legal formalities behind marriage.

**Maths:** This week children will say what each digit represents in a 4-digit number; write place value related additions; compare 4-digit numbers; use this knowledge to compare 4-digit numbers using < and >; locate 3-digit numbers on landmarked and unmarked 0-1000 lines; locate 4-digit numbers on landmarked and unmarked lines.

**Science:** Children will learn about circuits and how to represent them in proper scientific diagrams.

**History:** See above.

**Geography:** Children will continue locate counties of the U.K on a map and investigate their origins.

**Computing:** Children will develop a range of questions to gather people's ideas and opinions.

**Music:** Children will continue to learn to recognise simple rhythmic notation (e.g. quaver, semi-quaver, crochet, treble clef, semi-breve, rest and minim).

**Art:** See above.

**Design Technology:** Children will learn about different joints used in woodworking: butt mitre and dovetail.

**PDW:** See above

**R.E:** Children will learn why it is important to be curious and the importance of knowledge.

**P.E:** Children will continue to work on the skills and techniques of basketball and how these can be applied to a game.

**MFL:** Children will recap their French phonics from Year 3 to include all 16 phonemes.

**Key Question Week 4:** "Married to England": Was life under the rule of Elizabeth really golden?

**Key Text for Linked Learning:** Don't sail in the Spanish Armada

**Subject Focus:** History, Geography and English

This week, children will continue their learning about Tudors, moving on to the Elizabethan era. Children will be focusing on the developments in the Golden Age, including trade and exploration, Elizabeth I and Sir Francis Drake. Children will explore what life was like for different people, including researching the gory punishments enforced by Elizabeth and debate their answer to the key question. In Geography, children will be learning to read and plot four-figure grid references to help Sir Francis Drake plan his exploration around the seas. In English, children will learn about life in the Spanish Armada and will work on a range of reading skills, such as skimming scanning and summarising, to aid their comprehension of texts.



**Maths:** This week children will add pairs of two-digit numbers using place value; add pairs of two-digit numbers using counting up in 10s & 1s; use number facts and understanding of the number system to choose a strategy for adding; add a two-digit number to a three-digit number using place value; Add a two-digit number to a three-digit number using counting up; use number facts and understanding of the number system to choose a strategy for adding; count up to subtract pairs of two-digit numbers; use number facts to count up quickly and efficiently; subtract a two-digit number from 100 using number bonds or place value; subtract a two-digit number from a three-digit number using counting up or counting back.

**Science:** Children will continue to learn about circuits and switches and how to represent them in proper scientific diagrams.

**History:** See above.

**Geography:** Children will compare atlases and globes with different symbols and keys.

**Computing:** Children will finalise their surveys and create links for their peers.

**Music:** Children will continue to learn to recognise simple rhythmic notation (e.g. quaver, semi-quaver, crochet, treble clef, semi-breve, rest and minim).

**Art:** Children will continue with their self-portraits.

**Design Technology:** Children will begin to use technical diagrams to build their Tudor houses and label them with which joins they will use.

**PDW:** Children will show an understanding of what being 'assertive' means and know why being assertive is sometimes hard.

**R.E:** Children will learn about self-reflection.

**P.E:** Children will continue to work on skills and techniques of basketball and how these can be applied to a game.

**MFL:** Children will be extending their vocabulary and learning to count from 11-20 in French.

**Key Question Week 5:** What would happen if all the lights went out?

**Key Text for Linked Learning:** The Lighthouse (Visual Literacy)

**Linked Learning:** Science, English and PDW

This week, the children's learning will be focussed around their learning about electricity. In Science, children will be focusing on electricity, including constructing simple series circuits, naming electrical components, using their symbols, as well as exploring conductors and insulators. Through their PDW sessions, children will discuss what life would be like with no electricity, exploring which things are essential and which are luxuries. In English, children will explore the visual text 'The Lighthouse'. During these lessons, children will identify what creates an effective setting description, empathise with a character and make predictions about a text based on their previous knowledge.

**Maths:** This week children will add two 3-digit numbers using compact written addition; count up to subtract 3-digit numbers e.g.  $402 - 356$ ; count up to subtract 3-digit numbers (answers less than 100, e.g.  $421 - 356$ ); check subtraction using addition.

**Science:** See above.

**History:** Children will learn about Edward VI – The Young King.

**Geography:** Children will create a map of the school grounds comparing physical and human features.

**Computing:** Children will complete their peer's surveys (collecting data).

**Music:** Children will continue to learn to recognise simple rhythmic notation (e.g. quaver, semi-quaver, crochet, treble clef, semi-breve, rest and minim).

**Art:** Children will explore the detailed paintings of Lowry and identify how society and emotion was reflected in his paintings. They will identify the social interactions in the playground as they plan and sketch you're their own urban landscape.

**Design Technology:** Children will begin to build their Tudor houses.

**PDW:** See above.

**R.E:** Children will learn about the importance of listening to other's opinions.



**P.E:** Children will practise their dodgeball skill this week, by identify and applying appropriate tactics to use with their team-mates.

**MFL:** Children will be learning to count from 21-31 in French.

**Key Question Week 6:** How did Edison get his lightbulb moment?

**Key Text for Linked Learning:** The Lighthouse (Visual Literacy)

**Linked Learning:** Science, History and English

This week, Year 4 are continuing their topic of electricity this week. In History, children will study Thomas Edison and the journey he took to invent the lightbulb, linking to the PDW learning for this week, which will focus on perseverance and determination to succeed. Science learning this week will allow children to develop their scientific enquiry skills by creating a buzzer game using what they have learnt so far. This will lead to children creating their own house with light-up components that can be controlled. In English, children will be continuing with their narrative based on *The Lighthouse* with a focus on editing and improving and creating suspense in a narrative.

**Maths:** This week children will understand how the circumference and radius of a circle can be found; draw circles with different radii; describe 2D shapes by using correct mathematical vocabulary; sort 2D shapes into a Carroll diagram; describe, name different triangles; sort triangles into Carroll diagrams; describe and name 3D shapes by using correct mathematical vocabulary; construct 3D shapes and sort 3D shapes using a Venn diagram.

**Science:** See above.

**History:** Alongside their learning about Thomas Edison (see above) Children will learn about Mary Tudor and why she became known as 'Bloody Mary'.

**Geography:** Children will continue to create a map of the school grounds comparing physical and human features.

**Computing:** Children will analyse the data from their surveys from last week.

**Music:** Children will begin to recognise and read more complex melodic notation (e.g. G, A, B, A, G).

**Art:** Children will explore the techniques Lowry used as well as the limited colour palette he adopted to create his paintings, as they paint their own playground urban landscape using his style and technique as an influence.

**Design Technology:** Children will continue their Tudor houses and try to incorporate a lightbulb into their design.

**PDW:** Children will learn how to express an opinion in a respectful way.

**R.E:** Children will learn about Judaism and Hanukkah.

**P.E:** Children will explore a variety of passing skills and to demonstrate the correct technique in sending and receiving a basketball.

**MFL:** Children will be learning and practising to say the months of the year in French.

**Key Question Week 7:** What would happen if Hiccup discovered a new dragon?

**Key Text for Linked Learning:** How to Train Your Dragon

**Linked Learning:** English, DT and Art

During this week, children will be creating their own brand-new breed of dragon. In D.T, children will create a mood board and design for their dragons. In Art, they will be collecting visual images to develop an understanding of the structure of a dragon. They will then use this to plan the features they will include in the design of their new dragon. This will help them to create their own 3D papier-mache dragon using newspaper, PVA glue and masking tape. In English, children will build on their knowledge of non-chronological reports, writing a 'How to...' guide to looking after the dragon they have created. They will focus on using new vocabulary to describe the dragon's features and temperament, and connective devices to add detail. They will discuss their ideas in detail, planning before they begin to write.

**Maths:** This week children will consolidate their learning from this term.



**Science:** Children will demonstrate their buzz wire game. They will explain the scientific rationale behind their circuits and identify how they have developed their electrical knowledge and skills from the outset of the block. They will also complete an end of unit quiz.

**History:** Children will learn about Queen Elizabeth I.

**Geography:** In preparation for their India topic, children will locate India on a map. And name surrounding countries.

**Computing:** Children will learn about online risks, including that any material someone provides to another has the potential to be shared online.

**Music:** Children will consolidate their learning from this term.

**Art:** See above.

**Design Technology:** See above.

**PDW:** In PDW, children, will describe how they can contribute positively to the school and school life.

**R.E:** Children will learn about Judaism and Hanukkah.

**P.E:** Children will explore a variety of passing and dribbling skills and to demonstrate the correct technique in sending, receiving and dribbling a basketball.

**MFL:** In French, this week, children will learn about key celebrations that happen in France and relate this to their learning of the months of the year.

**Key Question Week 8:** What would happen if Hiccup discovered a new dragon?

**Key Text for Linked Learning:** How to Train Your Dragon

**Linked Learning:** Art, DT and English

This week, children will be continuing their learning of How to Train Your Dragon. Following on from designing their own brand-new dragon, in this week's Art learning, children will be painting and decorating their papier-mâché dragons, according to their designs from last week. They will then evaluate their models once they are completed. In English this week, children will complete their 'How to...' guide for their dragon. They will be focusing on using subordinating conjunctions and pronouns to create cohesion between paragraphs.

**Maths:** This week, children will double and halve tens and ones then recombine them; double and halve hundreds, tens and ones then recombine them; know multiplication and associated division facts for the x4, x8, x3 and x6 tables, up to x12; recognise multiples of 3, 4, 5, 6 and 8 to guess mystery function machines.

**Science:** Children will begin their learning about states of matter by completing a start of unit quiz. They will then explore the question 'Solid or liquid?' Children will begin to investigate the differences between solids and liquids by examining and comparing the properties of sand and water.

**History:** Children will create a timeline of the Tudor period, recapping all of their knowledge from the last half term.

**Geography:** In preparation for their India topic, children will locate India on a map and discuss its climates and regions.

**Computing:** Children will learn about different types of bullying including cyberbullying.

**Music:** Children will learn about important Baroque composers (such as Bach and Vivaldi) and name pieces they have composed.

**Art:** See above.

**Design Technology:** See above.

**PDW:** As part of PDW, children will learn to understand behaviours in an unhealthy relationship

**R.E:** Children will learn about inclusion identity and belonging (similarities and differences between religions).

**P.E:** Children will use their learnt skills to play mini games of basketball in a tournament.

**MFL:** In French this week, children will continue to learn about when key celebrations which happen in France.

**Key Question Week 9:** India: Luxury Living or Slum Survival?

**Key Text for Linked Learning:** The Kids Only Cookbook by Sue Quinn



**Linked Learning:** Geography, Design and Technology and English

This week, we will be beginning our journey through India, using atlases to examine human and physical features of the country and developing our knowledge of what life is like in India. In design and technology, we will be preparing our own raita, following the hygiene and safety procedures we have embedded from last year. As part of our English work, we will examine good examples of instructional texts so that we have a deep understanding of the features including: the organisation of the text, language choices and the use of second person. We will then use this to write a well-organised and clear recipe aimed at children, including fronted adverbials for clarity and parenthesis for extra information.

**Maths:** This week, children will say what each digit represents in a 4-digit number; write place value related additions and subtractions; use place value to find which numbers have been added or subtracted; use their knowledge to add and subtract 1 or 1000; use this knowledge to add and subtract 10 and use this knowledge to add and subtract 100.

**Science:** Children will develop their understanding of gases through simple practical tasks. They will ask and begin to answer questions about the evidence of gases around us and use simple practical enquires and scientific evidence to demonstrate to others the evidence for gases.

**History:** Children will continue to learn about Queen Elizabeth I and her potential suitors.

**Geography:** See above.

**Computing:** Children will begin to learn some of the syntax of a text-based programming language (HTML).

**Music:** Children will learn about important Baroque composers (such as Bach and Vivaldi) and name pieces they have composed.

**Art:** Children will examine artists of the Baroque period, such as Rembrandt.

**Design Technology:** See above.

**PDW:** In PDW, children will learn how describe ways to deal positively with experiences and situations of loss, separation and death.

**R.E:** Children will learn about forgiveness.

**P.E:** Children will begin rugby and indoor athletics practice.

**MFL:** Children will learn about Remembrance Day, learning vocabulary in French related to WW1.

**Mini Quiz:** This week we will be taking our whole class spaced retrieval quiz which will cover topics learned this half term and in previous years.

**Key Question Week 10:** Fighting for their rights: how did the Adivasi tribe gain their independence?

**Key Text for Linked Learning:** The Chembakolli Story

**Linked Learning:** English and Geography

In Year 4 this week, as part of our geography learning, we will be continuing to explore India: Focusing on the small, tribal village of Chembakolli. We will be discovering the inspirational story of the Adivasi people and their fight for the right to rule themselves, including how they have ensured sustainability through trade. In English, as well as completing our recipes, we will be exploring the features of persuasive writing, applying many of the sentence structures we developed last half term, alongside using persuasive features such as emotive language, factual information and organising paragraphs around key themes. This will enable us to plan a persuasive piece of writing to encourage the Adivasi people to stay in Chembakolli and fight for their independence.

**Maths:** This week, children will say what each digit represents in a 3-digit number; add or subtract 3-digit numbers without crossing the ones, tens or hundreds boundary; say what each digit represents in a 4-digit number; add or subtract two 4-digit numbers, in the context of money, without crossing the ones, tens or hundreds boundary; add a multiple of 10 or 100 to a 3-digit number; add a near-multiple of 10 or 100 to a 3-digit number without crossing the tens or hundreds boundary; subtract a multiple of 10 or 100 from a 3-digit number; subtract a near-multiple of 10 or 100 from a 3-digit number without crossing the tens or hundreds boundary.

**Science:** Children will use role-play as a model of how a substance can change from one state to another. They will learn to accurately use a thermometer and use scientific language to describe to another what happens to the particles when a substance changes state. Children will make careful observations over time and use a data logger to record



temperature over time and interpret the results. They will understand that liquids have a solidifying point (to become solid) and a boiling point (to change to gas).

**History:** Children will Break the Babington Plot used by Mary Queen of Scots to judge whether Elizabeth I should execute her cousin in 1587! They will follow the story of Mary Queen of Scots and make a judgement based on the evidence Elizabeth had in 1587 on whether she can justify killing another monarch. An essential lesson to understand the causes of the Spanish Armada.

**Geography:** See above.

**Computing:** Children will continue to learn some of the syntax of a text-based programming language (HTML).

**Music:** Children will learn to name instruments used in the Baroque period.

**Art:** Children will continue to examine artists of the Baroque period, such as Rembrandt.

**Design Technology:** Children will learn about and create their own Rangoli designs.

**PDW:** Children will describe the nature and consequences of bullying and express ways of responding to it.

**R.E:** Children will learn about suffering and empathy.

**P.E:** Children will continue practising game skills in rugby and indoor athletic practice.

**MFL:** Children will be continuing to learn about WW1 and be able to translate a short passage about WW1 from French to English.

**Key Question Week 11:** Fighting for their rights: how did the Adivasi tribe gain their independence?

**Key Text for Linked Learning:** The Chembakolli Story

**Linked Learning:** English and Geography

Continuing our India topic, we will be looking at daily life for villagers in Chembakolli, including games, work and animals. To continue our geography work, we will be considering our role in helping to improve the lives of others across the world, for example, exploring fair trade. In PDW, children will begin to talk about a range of jobs and explain how they will help develop skills to work in the future. Alongside this, in R.E. children will learn about the importance of rules and fairness. In English this week, we will be continuing to develop our understanding of persuasive writing, applying the skills we have practised and explored in our reading within our own well-constructed piece, persuading people to support Adivasi tribe in fighting for the right to live in Chembakolli once again.

**Maths:** This week, children will say what each digit represents in a 3-digit number; use decomposition to subtract, with 1 exchange between columns; use decomposition to subtract, with exchanges between 1 or 2 columns; estimate what the answer to a subtraction question will be; check a subtraction using addition; use counting up to subtract; select an efficient strategy for a particular subtraction.

**Science:** Children will continue their work from last week. They will use scientific language to describe to another what happens to the particles when a substance changes state and make careful observations over time. They will use a data logger to record temperature over time and interpret the results. Children will understand that liquids have a solidifying point (to become solid) and a boiling point (to change to gas).

**History:** Children will investigate the causes, events and reasons for the failure of the Spanish Armada.

**Geography:** See above.

**Computing:** Children will continue to learn write programmes using HTML.

**Music:** Children will learn about important impressionist composers (Claude Debussy and Rebecca Clarke) and name a piece he has composed (Claire de Lune, La Mer).

**Art:** Children will explore art from India and examine the techniques used.

**Design Technology:** Children will continue with their Rangoli designs.

**PDW:** See above.

**R.E:** See above.

**P.E:** As well as continuing with rugby sessions, the children will continue their indoor athletic practice, focussing on key skills and ways to improve their form and technique.

**MFL:** Children will recap their learning of the months of the year and learn key vocabulary about the seasons.



**Key Question Week 12: BREAKING NEWS: Why is there an Orangutan in my bedroom?**

**Key Text for Linked Learning: Rang Tan**

**Linked Learning: English, DT, R.E and PDW**

This week, children will link to their previous learning about India, by exploring the destruction of the rainforest and the habitat of orang-utans. They will watch the controversial Greenpeace advert about Rang-Tan. Children will discover the story of Rang-Tan, a young Indonesian orang-utan that has been forced out of her home by humans. Then, they will explore the structure and features of a newspaper report and how to present information to engage the reader in current affairs. Linking to their learning in English, in D.T., children will learn about the origins of some food and its impact on the environment. Furthermore, in R.E., children will learn about self-discipline and in PDW, children will talk about the importance of money and its role in their future life.

**Maths:** This week, children will tell the time to the nearest minute on analogue clocks some with Roman numerals; convert between digital and analogue times using am and pm; find times that are 30, 40 and 45 mins later crossing the hour; calculate time intervals using a number line crossing over the hour; write word problems involving time intervals; time events in seconds; collect data and record results in bar charts; present data in pictograms where one symbol represents 4 people; interpret pictograms.

**Science:** Children will continue to develop their understanding of the different stages of the water cycle through practical enquiries, using scientific language and explain the change to water during the evaporation and condensation process.

**History:** Children will learn about and discuss society in Tudor England, that there was a huge difference in the life of the rich and poor, what the Tudors wore and some of the roles in Tudor society.

**Geography:** Children will compare a life in India to the U.K.

**Computing:** Children will begin to learn to write programmes using HTML and CSS.

**Music:** This week, children will begin by becoming familiar with Baroque music, identifying instruments associated with the Baroque period. They will be listening to Vivaldi's Four Seasons, considering the mood of each movement, and how this depicts each season. They will revisit rhythmic notation, using chime bars and playing tuned instruments accurately. This will prepare them to compose their own Baroque-inspired piece to represent 'Winter' next week.

**Art:** Children will explore art from India and examine the techniques used and begin to replicate these.

**Design Technology:** See above

**PDW:** See above

**R.E:** See above

**P.E:** As well as continuing with rugby sessions, the children will continue their indoor athletic practice, focussing on key skills and ways to improve their form and technique.

**MFL:** Children will continue to learn new vocabulary linked to the seasons of the year.

**Key Question Week 13: What is a rainforest without trees?**

**Key Text for Linked Learning: Rang Tan**

**Linked Learning: Music, Computing**

Drawing on our learning from last week, we will now be composing, performing and evaluating our own Baroque-inspired piece of music, using musical structures, to represent winter. Our computing learning will help us to record and perform our compositions; we will be using Garage Band to create and develop a musical composition, refining our ideas through reflection and discussion. In English, we will create our newspaper reports using formal language and presentation. Using a range of devices, we will create cohesion within and between paragraphs. Then, finally, editing and improving our work ready to create a final piece.

**Maths:** This week, children will use grid method to multiply a 2-digit number by 1 digit; use chunking to divide by 3, 4, 6, 8 with no remainders.





**Science:** Children will begin to learn about elements of the water cycle, asking questions and beginning to answer them when there is evidence that evaporation and condensation has occurred. Children will take part in practical enquiries to develop their understanding of the changes to water in the water cycle. They will ask questions, and set up a simple fair test to investigate factors that speed up evaporation and use scientific language to explain evaporation and condensation to others.

**History:** Children will learn about crime and punishment in Tudor society: How punishments were different then and now; a range of Tudor punishments and some reasons that Tudors were punished.

**Geography:** Children will learn about what trade links there are between India and the U.K.

**Computing:** Children will continue to learn write programmes using HTML and CSS.

**Music:** See above

**Art:** Children will continue with their artwork inspired by India.

**Design Technology:** Children will continue their learning about the origins of some food and its impact on the environment.

**PDW:** Children will recognise that some diseases can be prevented through vaccination and immunisation.

**R.E:** Children will learn about being mindful.

**P.E:** As well as continuing with rugby sessions, the children will continue their indoor athletic practice. They will begin to score each other and set themselves goals.

**MFL:** Children will learn to say when their birthday is linking their learning of numbers to 31 and the months of the year.

**Key Question Week 14:** How many ways can we stop an ice cube from melting?

**Key Text for Linked Learning:** How does the water cycle work?

**Linked Learning:** Science, DT and English

Children will continue to develop their understanding of the different stages of the water cycle through practical enquiries. Children will use scientific language to explain the change to water during the evaporation and condensation process. They will demonstrate to another, evidence of condensation and evaporation with a simple practical task and use scientific language to explain the water cycle to others. In English, children will be exploring the features of an explanation text, including causal connective devices, technical vocabulary and recapping on using a formal tone. Children will practise using these techniques in sentences in readiness for writing their own explanation texts about states of matter next week. Alongside this, in D.T., children will create diagrams of the water cycle which they will be able to use in their explanation texts.

**Maths:** This week, children will divide 2-digit numbers by 1-digit numbers, above the 10<sup>th</sup> multiple with remainders, using written layout for chunking; begin to round up or down after division depending on the context; count ins 1/4s, 1/3s, 1/8s and 1/10s saying the equivalent fractions, e.g. 1 ½ not 1<sup>2</sup>/4; understand the link between finding fractions of amounts and division; find unit fractions then non-unit fraction of amounts.

**Science:** See above.

**History:** Children will recount all the Tudor monarchs. They can recall the names of Henry VIII's children and why Queen Elizabeth is so well remembered.

**Geography:** Children will explore cultures and traditions of India.

**Computing:** Children will continue to learn write programmes using HTML and CSS.

**Music:** Children will listen to detail in music and recall aurally its features using technical vocabulary.

**Art:** Children will finish their India inspired pieces of art.

**Design Technology:** See above.

**PDW:** Children will understand that mental wellbeing is just as important as physical wellbeing.

**R.E:** Children will learn what it means to appreciate beauty.



**P.E:** As well as continuing with rugby sessions, the children will continue their indoor athletic practice. They will begin to compete against each other.

**MFL:** Children will continue to learn to say when their birthday is linking their learning of numbers to 31 and the months of the year.

**Key Question Week 15:** How many ways can we stop an ice cube from melting?

**Key Text for Linked Learning:** How does the water cycle work?

**Linked Learning:** Science and English

This week, the children will be continuing to explore solids, liquids and gases. Children will set up small practical enquiries and tasks to showcase their learning at the class 'Science Fair'. They will demonstrate their scientific expertise about states of matter to visitors and use scientific evidence to answer questions and to support their findings about states of matter. In English, they will be combining their learning of solids, liquids and gases and of the key features of explanation texts to write one of our own about changing state, focusing specifically on causal connective devices to link sentences and writing in a formal style. In D.T., children will continue to create diagrams of the water cycle to use in their explanation texts.

**Maths:** This week, children will consolidate their learning from the term.

**Science:** See above.

**History:** Children will recap their learning about the Tudors from this term.

**Geography:** Children will consolidate their learning about India from this term.

**Computing:** Children will consolidate their understanding of HTML and CSS.

**Music:** Children will review their learning of composers and compositions.

**Art:** Children will reflect on the work they have produced this term.

**Design Technology:** See above

**PDW:** Children will understand why there are age ratings for games, videos and social media.

**R.E:** Children will consolidate their learning from this term.

**P.E:** During the final week of PE, children will compete against each other and work together, show collaboration and give fair and accurate scores.

**MFL:** This week children will learn to ask someone when their birthday is, in French.