

<p><b>As readers and writers, we will be...</b></p> <ul style="list-style-type: none"> <li>Identifying the features and language of non-fiction texts</li> <li>Writing and presenting a non-chronological report</li> <li>Speaking and writing to persuade and inform others</li> <li>Evaluating our own and others' writing.</li> </ul> <p>Learning will be based around a variety of non-fiction texts linked to water, rivers, the Great Barrier Reef and 'Blue Planet II'.</p> <p>Grammar will continue to be taught through the context of the above and in separate SPaG lessons, where it does not fit the context.</p>	<p><b>As geographers we will be learning....</b></p> <ul style="list-style-type: none"> <li>The location of the major oceans, seas and some rivers</li> <li>How to locate places using longitude and latitude</li> <li>Factors affecting many of the major oceans, seas, rivers and the Great Barrier Reef</li> </ul>	<p><b>As mathematicians we will be learning...</b></p> <p>To develop fluency, reasoning and problem solving across a range of areas including:</p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li> <li>Find the area of rectilinear shapes by counting squares.</li> <li>Multiply 2 digit and 3 digit numbers by a 1 digit number using formal written methods.</li> <li>Understanding and using decimals</li> <li>Recognise and show using diagrams, families of common equivalent fractions.</li> <li>Applying reasoning skills to problems by working strategically</li> </ul> <p>Learning will continue to follow the White Rose scheme of work, with home learning activities most weeks to support this.</p>
<p><b>As scientists we will be learning about...</b></p> <ul style="list-style-type: none"> <li>States of matter - solids, liquids and gases</li> <li>Changes in materials (the water cycle)</li> <li>Heating and cooling liquids and solids – changes of state and factors that can affect the rate of change</li> </ul>	<p><i>Discovering the issues and factors affecting the decline of the world's water quality.</i></p>	<p><b>As athletes we will be...</b></p> <ul style="list-style-type: none"> <li>Developing coordination in ball skills</li> <li>Developing dynamic balancing</li> </ul> <p><b>In developing cognitive skills we will be</b></p> <ul style="list-style-type: none"> <li>Learning how to judge performances including recognising similarities and differences</li> <li>Able to talk about what we have done well and what we need to work on to improve our performance</li> </ul>
<p><b>As artists and designers we will be...</b></p> <ul style="list-style-type: none"> <li>using line, shape and tone to create detailed images of underwater creatures in pencil and paint</li> <li>using scientific knowledge of changing liquids to solids to create ice cream using basic ingredients</li> </ul>	<p><b>As theologians we will be learning ...</b></p> <ul style="list-style-type: none"> <li>What it means to be a Jew</li> <li>Beatitudes - What they mean to Christians</li> <li>Easter</li> </ul> <p>As people who consider our beliefs, we will be learning about how different things may influence us in PSHCE.</p>	<p><b>As computing experts we will be developing...</b></p> <p>Presentational and editing skills to create a class book about major rivers of the world using Google Slides and Google classroom</p> <p><b>As musicians we will be learning...</b></p> <ul style="list-style-type: none"> <li>about how music is used in film to create different effects.</li> <li>about film music techniques and use Garageband to create our own musical ostinati and apply them to a short film.</li> </ul>

**Y4 Water World**

