

Topic:		Da Vinci					
		Wk1: 19/02	Wk2: 26/2	Wk3: 05/3	Wk4: 12/3 (Y4 residential)	Wk5: 19/5	Wk6: 26/5 *3 days
Spring 2	Topic focus (Art)	To understand who Leonardo da Vinci was and what he was famous for during the Renaissance.	To employ Leonardo da Vinci's painting and drawing techniques when recreating a 'Mona Lisa' style portrait	To recreate Da Vinci's 'Last Supper' using perspective and composition	To explore and understand how to use Leonardo da Vinci's drawing techniques (using shading, hatching and curved hatching)	To explore inventions designed by Leonardo da Vinci.	To explain how Leonardo da Vinci's ideas influenced other artists and scholars during the Renaissance and modern day
	English	<p>Newspaper report</p> <p>To write a letter, using similar writing as a model</p> <p>To draw inferences and justify them with evidence</p> <p>To summarise information</p> <p>To distinguish between facts and opinion</p> <p>To select grammar and vocabulary for effect</p> <p>Big Write - Write a newspaper report</p>	<p>Persuasive letter</p> <p>To use modal verbs or adverbs to indicate degrees of possibility</p> <p>To consider how authors develop characters</p> <p>To understand the effect of punctuation choices</p> <p>To develop a character by what pupils have read or listened to</p> <p>Big Write - To write a formal letter from the Union of Crayons</p>	<p>Persuasive speech</p> <p>To analyse and evaluate how authors use language to persuade</p> <p>Big Write - To draft a persuasive speech, selecting the appropriate form by choosing appropriate grammar and vocabulary</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects</p> <p>To deliver a persuasive speech (perform own compositions using appropriate intonation, volume and movement so meaning is clear, select and use appropriate registers for effective communication)</p>	<p>RE Week</p> <p><u>Engage, enquire, explore, evaluate, express:</u></p> <p>Can we live by the values of Jesus in the 21st Century?</p>	<p>Explanation text about an invention</p> <p>To use causal conjunctions to explain</p> <p>To use parenthesis to give additional information</p> <p>To use similar writing as a model for their own (T4W)</p> <p>To ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Big Write - Wallace and Gromit: Cracking contraptions</p>	<p>Explanation text about an invention</p> <p>To proof read for spelling, grammar and punctuation errors using editing stations</p> <p>To label and annotate a diagram using subject specific vocabulary</p> <p>Big Write - To write an explanation about our own invention</p>

Maths	<p>Measurement</p> <ul style="list-style-type: none"> * To estimate the area of irregular shapes * To measure and calculate the perimeter of composite rectilinear shapes * To convert between cm and m and cm and mm 	<p>Number: \times and \div</p> <ul style="list-style-type: none"> * To consolidate division using chunking (long division) * To interpret remainders appropriately in context * To find fractions of amounts (using the bar model) 	<p>Fractions</p> <ul style="list-style-type: none"> * To recognise and show, using diagrams, families of common equivalent fractions * To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths * To compare and order fractions whose denominators are all multiples of the same number 	<p>Fractions</p> <ul style="list-style-type: none"> * Add and subtract fractions with same denominator and denominators that are multiples of the same number * Recognise mixed numbers and improper fractions and convert from one form to the other 	<p>Geometry</p> <ul style="list-style-type: none"> * To identify acute and obtuse angles * Estimate and compare acute, obtuse and reflex angles * Draw given angles and measure them * To identify angles at a point and one whole turn 	<p>Geometry</p> <ul style="list-style-type: none"> * To identify: <ul style="list-style-type: none"> - angle at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) - other multiples of 90° * Use the properties of rectangles to deduce related facts and find missing lengths and angles
	Wk1: 19/02	Wk2: 26/2	Wk3: 05/3	Wk4: 12/3	Wk5: 19/5	Wk6: 26/5 *3 days
Science Forces	<p>Gravity</p> <p>To explain the effects of gravity on unsupported objects</p>	<p>Air Resistance</p> <p>To design and carry out an investigation into what effects air resistance</p>	<p>Water Resistance</p> <p>To design boats to explore the effects of water resistance</p>	<p>Friction</p> <p>To identify the effects of friction</p>	<p>Balanced/unbalanced forces</p> <p>To identify the forces acting on objects (balanced and unbalanced)</p>	<p>Mechanisms that use forces</p> <p>To design mechanisms that allow a smaller force to have a greater effect (inc. pulleys, levers and gears)</p>
Computing Internet research and website design	<p>What Makes a Good Website?</p> <p>To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content by evaluating websites.</p>	<p>Page Layout</p> <p>To create a webpage layout</p>	<p>Type the Text</p> <p>To add content in the form</p>	<p>Searching for Images</p> <p>To evaluate digital content by searching for creative commons images and attributing them to a website</p>	<p>Linking it all together</p> <p>To add hyperlinks into a webpage</p>	<p>Publishing the Site</p> <p>To publish and share the website.</p>
PE	Unit of OAA (Outdoor and Adventurous Activity)					
Art/DT	To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art techniques in drawing and painting To learn about great artists, architects and designers in history (Da Vinci)					
Music		<p>The Baroque Period Bach, Handel and Vivaldi</p>	<p>The Classical Period Mozart and Beethoven</p>	<p>The Romantic Period Tchaikovsky and Chopin</p>	<p>The Late Romantic Period Strauss and Elgar</p>	<p>Popular Music - Who is the inspirational musicians in our time?</p>

	<p>French All About Ourselves</p>	<p>To recognise nouns about the clothing we wear</p>	<p>To use simple conjunctions to link vocabulary for clothes and accessories</p>	<p>To name specific parts of the body</p>	<p>To describe what I look like using specific vocabulary</p>	<p>To write a range of sentences to describe someone's clothes</p>	
	<p>Art - Da Vinci</p>	<p>Lessons looking into how to sketch and draw the face and then parts of the face - making sketches of eyes, drawing hair etc.</p>		<p>Children use skills to sketch and then paint their portraits in the style of the Mona Lisa</p>		<p>Children make annotated sketches of their inventions, in the style of Da Vinci.</p>	
	<p>PHSE Good To Be Me</p>	<p>I can tell the difference between showing I am proud and boasting. I know that boasting can make other people feel inadequate or useless.</p>	<p>I can explain how I am feeling even if I have mixed feelings.</p>	<p>I can make a judgement about whether to take a risk</p>	<p>I can disagree with someone without falling out. I can cope when someone disagrees with me.</p>	<p>I understand that sometimes the feeling part of my brain takes over and I might make mistakes. I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings. I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming-down strategy.</p>	