


Year 4 Term 3		James and the Giant Peach
Hook event	Ugly Bug Ball – at one of the two schools	
3G Lesson	Making model water cycle.	
Local Visit/Visitor	Tip to one of the two schools	
Cultural Diversity theme	Journey to the different countries	
Local community links	Water cycle why do we need to look after our water ways on the island	
Freedom without chaos	Maths challenges red green and yellow Children to choose which side of the argument to be on which bug to be etc	
British Values covered	<ul style="list-style-type: none"> • tolerance 	
Genres Coverage (or writing)	Writing to persuade Advert Argument speech	
Suitable Literacy Text	<ul style="list-style-type: none"> • James and the Giant Peach 	
Maths	Multiplication and division Area Fractions and decimals	
Science (See Andrew Berry/Twinkl plans)	State of Matter <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • To be able to set up a fair test. • To be able to use results to draw simple conclusions. • To be able to use a data logger to take accurate measurements. • To be able to use a thermometer to take accurate measurements. • To be able to provide a written explanation. • To be able to use straightforward scientific evidence to answer questions or to support their findings. 	
History/Geography	James' Journey <ul style="list-style-type: none"> • types of settlement and land use • economic activity including trade links • the distribution of natural resources including energy, food, minerals and water • biomes and vegetation belts • human effect on rivers and the water cycle • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
Art/DI	Fruit Salad <ul style="list-style-type: none"> • use research • develop design criteria • investigate and analyse a range of existing products • design innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 	

	<ul style="list-style-type: none"> • generate, develop, model, communicate ideas through discussion, annotated sketches and prototypes • select from and use a wider range of tools and equipment to cut and finish accurately. • select and use ingredients, according to their functional properties and aesthetics qualities • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes • use a range of cooking techniques • understand seasonality • know where and how a variety of ingredients are grown, reared, caught and processed. • evaluate their ideas and products against their own design criteria • consider the views of others to improve their work
ICT	Scratch – character design
Gym/Dance	Yoga
Games (PE Team)	Rounders
Music	Mama mia
PSHE	Going for goals
RE	What can we learn from religions about right and wrong?