TOPIC TITLE: Art that changed the world.	ENTRY POINT
	Children will be asked what they already know about how art has had an influence in the world around us. A discussion of famous pieces of artwork that they may recognise.
	HOME LEARNING
	Children will be provided with a table of homework tasks throughout each half term. Children are expected to complete each weekly task alongside any spellings, times tables and handwriting set.
	PARENT ENGAGEMENT
	1. Support children with their homework. 2. Discuss the work the children have been doing in class. 3. Further their learning by visits to local places of interest. 4. Listen to your children read and read to them. 5. Practice your child's spellings with them. 6. Attend assemblies and school events.

HISTORY	GEOGRAPHY	SCIENCE	PSHE
As historians: • We will look at different art within different civilisations and compare them to artwork we see around the world today. • We will look into the history of women in art and how this has changed. • We will research different artists who lived during different periods of time. • We will explore poignant events in history using artwork as a source to what was happening when the art was created/what the artwork shows.	As Geographers we will be looking into the location of where artwork was created/where the art is based. We will be able to: • use geographical terms • use maps at a variety of scales to locate the position and geographical features of particular localities. • express views on the features of an environment and the way it is being harmed or improved. • Communicate geographical knowledge and understanding to ask and answer questions about geographical and environmental features.	As scientists we will be learning about electricity and circuits. Children will: • Be able to carry out simple investigations • Suggest ways of collecting evidence • Prepare a simple investigation which is fair with one changing factor • Predict outcomes • Use simple scientific equipment • Testing ideas using evidence from observations and findings in a variety of ways • Linking evidence to broader scientific knowledge and understanding • Using evidence to draw conclusions • Record and communicate observations and findings in a variety of ways • Explain observations and findings	

DESIGN AND TECHNOLOGY	ART AND DESIGN	E –Safety	TRIPS
Design and Technology will fit into electrical circuits and focus on electrical systems. This includes: • Series circuits, • Switches • Buzzers • Bulbs • Motors	Not only will children be observing different artwork, they will be using this as inspiration to design their own art. As artists we will learn to: • Draw observationally and incorporate these designs into their own art. • Improve mastery of techniques including drawing, painting and sculpture with a range of materials • Explore different artists, architects and designers in history	We focus on E-Safety throughout the whole curriculum. We specifically look at: • How to stay safe on line • Password security • Security settings • Sharing information • Social media • Cyber bullying • E mail • Attachments and risks	• TBC – A chocolate making activity.

Writing in Context

Alongside our English Curriculum, we will also be looking at:

Explanations and descriptions

Information texts

Comparisons

Instructional Writing

Diary Entries

Poetry

Letter writing

Speaking & listening

Presentations

Performance

Class: Eagle   Year: 4

English Medium Term Plan: Spring 2018

Teaching Sequences (Text/ Outcome)	This term we will look at a range of poetry that links in with the art we are focussing on that week. Children will be expected to use the poetry to create their own that will create a class anthology of work.
Phonics/ Spelling Pathways	**Second half of term**
KS2 1 x 30 mins spelling lesson and 25 mins spelling practice per week	Strategies-look/cover/write/check, speed spelling, spiral spelling, rainbow spelling, have a go Words from statutory lists Follow 'No Nonsense Spelling' programme Strategies at the point of writing Proofreading
Guided Reading	**Second half of term**
Whole Class:	**Continue:** **Why the Whales Came - Michael Morpurgo -** Whole Class Discussion, questioning, role play, drama, hot seating.
Group Guided Reading	Children will take part in a daily guided reading carousel lasting 25 minutes. The carousel includes: Reading with KN Follow up Questions GAPS test Handwriting practice Spelling practice

Maths Medium Term Plan

Class: Eagle (4)	Term: Spring 2018

Number – fractions (including decimals)

Statutory requirements

Pupils should be taught to:

- recognise and show, using diagrams, families of common equivalent fractions

- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

- add and subtract fractions with the same denominator

- recognise and write decimal equivalents of any number of tenths or hundredths

- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$

- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths

- round decimals with one decimal place to the nearest whole number

- compare numbers with the same number of decimal places up to two decimal places

- solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

Statutory requirements

Pupils should be taught to:

- Convert between different units of measure [for example, kilometre to metre; hour to minute]

- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

- find the area of rectilinear shapes by counting squares

- estimate, compare and calculate different measures, including money in pounds and pence

Statutory requirements

- read, write and convert time between analogue and digital 12- and 24-hour clocks

- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry – position and direction

Statutory requirements

Pupils should be taught to:

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.