

Titanic – Year 4

During this coming period, we will investigate how the once largest ship sunk in the Atlantic Ocean. As well as looking into how people's lives were affected by this tragedy, we will be researching how this event led to developments that are still in place today.

Science:

Electricity

- I can identify common appliances that run on electricity
- I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- I can recognise some common conductors and insulators, and associate metals with being good conductors.

Design and Technology:

- I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional
- I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- I can compare my ideas and products against their own design criteria and consider the views of others to improve their work
- I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures



History:

- I can develop a chronologically ordered understanding of British, local and world history,
- I can establish a clear narrative within and across the period
- I can note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- I can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.

I can show an understanding how our knowledge of the past is constructed from a range of sources

Art:

- I can use sketch books to create and record my observations
- I can use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for



example, pencil, charcoal, paint, clay] about great artists, architects and designers in history

- Artist is Focus: **Warhol**

Reading	Writing	Maths
<p>I can read further exception words, noting the unusual correspondences between spelling and sound</p> <p>I can develop positive attitude to reading and understanding of what I read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can develop positive attitude to reading and understanding of what I read by reading books that are structured in different ways and reading for a range of purposes.</p> <p>I can develop positive attitude to reading and understanding of what I read by using dictionaries to check the meaning of words.</p> <p>I can develop positive attitude to reading and understanding of what I read by increasing my familiarity with a wide range of books</p> <p>I can develop positive attitude to reading and understanding of what I read by identifying themes and conventions</p> <p>I can develop positive attitude to reading and understanding of what I read by discussing words and phrases that capture the reader's interest and imagination.</p> <p>I can understand what I read, in books</p> <p>I can read independently, by checking that the text makes sense to them, discussing my understanding and explaining the meaning of words in context.</p> <p>I can understand what I read, in books I can read independently, by asking questions to improve my understanding of a text.</p> <p>I can understand what I read, in books I can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence.</p> <p>I can understand what I read, in books I can read independently, by predicting what might happen from details stated and implied</p> <p>I can understand what I read, in books I can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>I can read independently, by identifying how language, structure, and presentation contribute to meaning.</p> <p>I can retrieve and record information from non-fiction.</p>	<p>I can use prefixes and suffixes and understand how to add them</p> <p>I can spell some homophones.</p> <p>I can spell some words that are often misspelt</p> <p>I am beginning to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>I can spell further homophones.</p> <p>I can spell words that are often misspelt</p> <p>I can place the possessive apostrophe accurately in words with regular and irregular plurals</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary</p> <p>I can write simple sentences, dictated by the teacher</p> <p>I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters</p> <p>I can plan my writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>I can plan my writing by discussing and recording ideas.</p> <p>I can draft and write by composing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>I can draft and write by organising paragraphs around a theme.</p> <p>I can draft and write by creating settings, characters and plot in narratives.</p> <p>I can draft and write by using simple organisational devices in non-narrative material</p> <p>I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements</p> <p>I can evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>I can proof-read for spelling and punctuation errors</p> <p>I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>I can indicate grammatical features</p> <p>I can develop my understanding of nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>I can develop my understanding of using fronted adverbials.</p> <p>I can understand Standard English forms I can indicate grammatical and other features by indicating possession with plural nouns.</p>	<p>I can recap the number of minutes in an hour and seconds in a minute from Year 3.</p> <p>I can use my knowledge of multiplication and division to convert between different units of time.</p> <p>I can recap the concept of a year, month, week and day from year 3.</p> <p>I can use the knowledge of addition, subtractions, multiplication and division to convert between the different units of time.</p> <p>I can convert between analogue and digital times using a format up to 12 hours.</p> <p>I can recognize that digital time needs to be written in 4-digit format.</p> <p>I can move on to convert between analogue and digital times using a 24 hour clock.</p> <p>I can use the 12 and 24 hour digital clocks, and a number line, to explore what happens after midday.</p> <p>I can multiply and divide by 1,000 to convert between kilometres and metres.</p> <p>I can find fractions of kilometres, using Year 3 knowledge of finding fractions of amounts.</p> <p>I can calculate the perimeter of rectilinear shapes by counting squares on a grid.</p> <p>I can label the length of each side and mark off each side.</p> <p>I can calculate the perimeter of rectangles (including squares) that are not on a squared grid.</p> <p>I can calculate missing lengths and investigate the possible perimeters of squares and rectangles.</p> <p>I can calculate perimeter of rectilinear shapes without using squared paper.</p>

I can participate in discussion about both books that are read to them and those I can read for myself, taking turns and listening to what others say.	I can indicate grammatical and other features by using and punctuating direct speech. I can use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading. I can develop my understanding of using expanded noun phrases to convey complicated information concisely.	I can label each side of the shape and to mark off each side.
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