

Project Summary:		Project Launch:	Essential Question:	SOLE Questions:
Chn will develop their understanding of the importance of water and how vital it is to their existence.		The importance of water for livings things.	Is water the driving force of all nature?	What is water? Where does water come from?
Industry Experts:		Outdoor Learning Links:	Culture & Diversity:	Career/ Entrepreneurial Opportunities:
Northumbrian Water website		Links to Forest School		Plumber, Gas engineer, Scientist, Science teacher
Mini Outcome 1:				
Curriculum Areas:	Science Literacy		Peer Critique & Multiple Drafting:	Drafting and planning out layout
Chn to create a double page spread / scrap book style of their learning of States of Matter Literacy: write a set of instructions based around States of Matter.				

Mini Outcome 2:			
Curriculum Areas:	Science and Computing	Peer Critique & Multiple Drafting:	Critique design of keynote slide
To produce a keynote of the Water Cycle			

<p>Genre: Instructions Weeks: 3 weeks</p>	<p>Starting Piece stimulus/purpose: Independent Piece stimulus/purpose: WAGOLL(s) theme/topic:</p>
<p><u>Key vocabulary for the unit</u> Vocabulary to be explicitly taught throughout the unit in Literacy/basic skills time: first, next, the, after, penultimately, finally, put,heat, now, cool. Lighthouse words: at this stage; moments later; however; in common; as a result; therefore; finally. Project/unit/theme specific: Solid, liquid, gases, melting, freezing, properties, freezing point, boiling, materials, measure, temperature,</p>	
<p><u>Reading Skills to focus on during the unit:</u> Whole school focus skill: Inference Additional skills identified from assessments (PIRAs, formative assessment etc): Retrieval: identify evidence in the text. Respond to true or false questions Reading strategies to focus on: Inference I wonder Background Knowledge Breakdown and Repair Visualise</p>	<p><u>Spelling rules/patterns taught during the unit</u> Week 1: adding suffix 'ation' Week 2: root words ending in 'y' Week 3: root words ending in 'l' Week 4: words from French origins. Week 5: common exception words. Week 6: adding suffix 'sion' Week 7: adding suffix 'ous'</p>

Instructions

Ingredients/Success criteria

Opening that explains what the instructions are for and why they are necessary.

list of what is needed.

list of steps in chronological order.

Diagrams

Ending with extra points or reminders.

Effect on the reader Hook - question in opening to be answered.

Common form of language
Accompanied by helpful images.

Purpose and Reader

To instruct.

To help people learn in a clear way.

A process of telling someone how to do something.

Clear, sequence; clear idea of what steps need to be taken.

Instructions ^{try to} tempt the reader into trying out the instructions

Commas in a list.

Colon before a list, e.g.
What you need: a spade, etc.

Temporal connectives to organise steps taken e.g. 'next', 'then', 'after'

Formal

Imperative verbs.

Subject specific and ~~the~~ ^{technical} vocab.

Short, clear sentences to make writing easy to follow.

Literacy

<p>Genre: Diary entry Weeks: 3 weeks</p>	<p>Starting Piece : Chn to write a diary entry of what the did at the weekend. Independent Piece stimulus/purpose: WAGOLL(s) theme/topic:</p>
<p><u>Key vocabulary for the unit</u> Vocabulary to be explicitly taught throughout the unit in Literacy/basic skills time. Lighthouse words: at this stage; moments later; however; in common; as a result; therefore; finally. Project/unit/theme specific:</p>	
<p><u>Reading Skills to focus on during the unit:</u> Whole school focus skill: Predicting Additional skills identified from assessments (PIRAs, formative assessment etc): Retrieval: identify evidence in the text. Respond to true or false questions Reading strategies to focus on: I wonder Inference Background knowledge</p>	<p><u>Spelling rules/patterns taught during the unit</u> Week 1: adding suffix 'ation' Week 2: root words ending in 'y' Week 3: root words ending in 'l' Week 4: words from French origins. Week 5: common exception words. Week 6: adding suffix 'sion' Week 7: adding suffix 'ous'</p>

} Diary entry.

Ingredients/Success criteria

Chronological order

Follow a 'Diary style' → date and 'Dear Diary'.

Chatty / informal language.

↓
impersonal and friendly tone.

Effect on the reader

Diary entries ~~go~~ go into deeper emotional territory.

Capture personal and private feelings

Purpose and Reader

Diary → focus on writing for yourself.

Improve your thinking skills.

Creative in how you think.

Can be humorous as well as emotional

Write naturally, be truthful

Emotive language.
↑

Past tense

↓
What has already happened.

Detailed descriptions

↓
Vibrant language


Self-reflection

↓
Thoughts, feelings, opinions

Maths S Plans

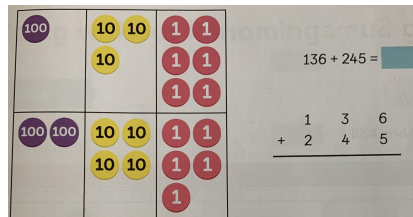
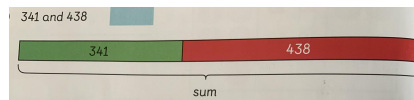
Number: Addition and Subtraction

Subtraction

take away
decrease minus
less left
take  left
fewer subtract
how many more
difference

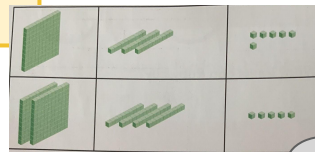


Finding the difference

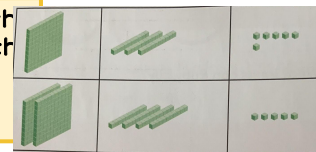


Add numbers with up to 4 digits with renaming, using formal written methods.

Always, sometimes, never true.




Add numbers with up to 4 digits with renaming.



Add numbers with up to 4 digits without renaming.

Addition

join altogether
plus  sum
combined in all both
total increase

Subtract numbers with up to 4 digits without renaming.

Subtracting numbers with up to 4 digits with renaming

Explain it.

Prove it.

Estimate and use inverse operations to check answers to a calculation.

What's the same?

What's different?

Explain it.

Solve addition and subtraction two step problems, checking which operations and methods to use and why.

Solve subtraction two step problems.

Solve addition two step problems.

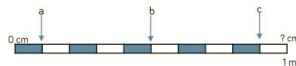
Kilometres



Y3 Equivalent lengths MM and CM

What items might we measure using millimetres rather than centimetres?

Y3 Equivalent lengths M and CM



Key basic skills

Can you research different athletic running races? What different distances are the races? Can you convert the distances from metres into kilometres? Which other sports have races over distances measured in metres or kilometres? If 10 children ran 100 metres each, how far would they run altogether? Can we go outside and do this? How long do you think it will take to run 1 kilometre? How can we calculate half a kilometre? Can you find other fractions of a kilometre?

If there are 100 cm in 1 metre, how many centimetres are in 2 metres? How many centimetres are in 3 metres?

Do we need to partition 235 cm into hundreds, tens and ones to convert it to metres? Is it more efficient to partition it into two parts? What would the two parts be?

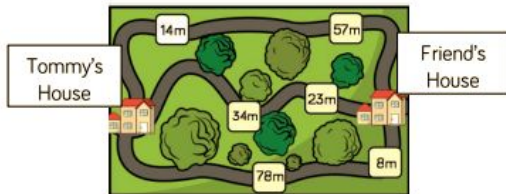
If 100 cm is equal to one whole metre, what fraction of a metre would 50 cm be equivalent to? Can you show me this in a bar model?

Y3 Add lengths

Y3 Subtract lengths

Y3 Measure perimeter

Perimeter of a rectilinear shape.



Perimeter of a rectangle.

Perimeter on a grid

Half Termly Homework Grid

Year 4 Autumn 2 2020

This term our project is all about States of Matter. The enquiry question we are trying to answer is 'Is water the driving force of all nature?'

Here are your homework challenges for this term.

Please choose 1 activity per week, be as creative as possible!

Basic Skills Practice:	Spellings, handwriting and reading. Maths basic skills: 4 and 8 times tables. Addition facts within 20. Subtraction facts within 20.					
Project						
Create a profile of a famous scientist. What are they famous for? What is their job? Present your work as a fact file. You can present it anyway you like.	Become super scientists. Can you find ways to change water at home? Think of using the freezer and heating the water up. Make sure you do this part with an adult! Can you change any other materials in these ways?	Bake your favourite cake. Write a set of instructions for someone else to follow.	Create an A to Z of States of Matter.	Take a trip outdoors. You could visit the Rising Sun Country Park, Wallsend park. Can you see frost or ice? Is it changing state? You could take photos and record yourself explains what is happening.	Can you do some research on how water changes to form rain by looking at the water cycle? You can also look at how much rain different places get and maybe draw a diagram of the water cycle.	Tidy your bedroom for your parents/carer so that you get put on Santa's 'good' list. Take a before and after picture.
Remember to upload your work to Seesaw!						

