

Dásamlegt land  
elds og íss



(The wonderful land of  
fire and ice)



# The Land of Fire and Ice

Year: 4

Term: Autumn Term 2

Tier 1 (known words)	Tier 2 (Sentence and visual)	Tier 3 (Specialist words)
<p>robber</p> <p>daughter</p> <p>map</p> <p>thieves</p> <p>gap</p> <p>forest</p> <p>danger</p> <p>enemies</p> <p>guards</p>	<p><b>Narrative</b></p> <p><u>cleft</u>: divide into two or more parts</p> <p><i>The lightning <b>cleft</b> the fortress clean in two</i></p>  <p><u>uproariously</u>: in an extremely noisy way</p> <p><i>Mattis laughed so <b>uproariously</b> that it gave Ronja a startle.</i></p> <p><u>piteous</u>: deserving of pity</p> <p><i>Ronja let out a <b>piteous</b> little cry.</i></p> <p><u>extolling</u>: to praise something or someone very much</p> <p><i>Mattis spent the evening <b>extolling</b> the brilliance of his new daughter.</i></p> 	<p><b>Geography</b></p> <p>climate zone/time zone/ grid reference/ glacier/geyser/volcano/mountain/cliff/ desert/physical feature/human feature/ settlement/land use/</p> <p><b>English</b></p> <p>Chasm/destruction/harpy/dwarves/ fortress/clans/tunic/swarm/polar/arid</p>

## English (Objectives)

### Rumaysa—Fairy Tale from another culture

#### Reading:

- Use knowledge of root words to understand meanings of words
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination in poetry and narrative texts
- Identify key vocabulary and discuss possible meanings.
- Use the first three letters to locate words in a dictionary.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences
- Make predictions from different parts of the story, based on information stated
- Draw inferences around characters' actions and justify with evidence from the text.
- Identify the main idea from one paragraph and summarise orally
- Prepare for research by identifying what is already known, generate key questions to structure the task
- Locate features of information texts in print and on screen.
- Participate in discussion about what is read to them and books they have read independently
- Make and respond to contributions in a variety of group situations

#### Writing :

- Create and use sentences with an adverb starter
- Create sentences with fronted adverbials for when
- Use inverted commas to punctuate direct speech
- Identify, select and effectively use pronouns
- Use nouns for precision,
- Explore, identify and use Standard English verb inflections in writing
- Identify and discuss the purpose and audience of the writing
- Discuss and record ideas for planning
- Develop characterisation using action, dialogue and description.
- Improvise and compose dialogue between two characters.
- Use paragraphs to organise writing
- Link ideas across paragraphs using fronted adverbials for when and where

## Maths (Red Rose Maths)

Unit 5—Multiplication  
Unit 6—Division  
Unit 7—Time  
Unit 8 Geometry—3D shapes

## R.E (unit) - Lancashire Agreed Syllabus

### Christianity (God)

*How and why might Christians use the Bible?*

## Science (Objectives) – Living things and their habitats

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

#### Skills:

**Questioning:** *Asking relevant questions and using different types of scientific enquires to answer them*

**Planning:** *Setting up simple, practical enquires, comparative and fair tests*

**Measuring:** *Making systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and dataloggers*

**Recording:** *Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions*

**Presenting:** *Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables*

**Concluding:** *Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions*

**Evaluating:** *Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions*

**Identifying differences, similarities or changes related to simple scientific ideas and processes**

**Using straightforward scientific evidence to answer questions or support their findings**

## Humanities (Geography)

Human and physical geography: Use geographical language to identify and explain some aspects of human and physical features and patterns

Describe how features and places change and the links between people and environments.

Geographical Skills: Enquiry and Investigation: Ask and respond to more searching geographical questions including 'how?' and 'why?'

Identify and describe similarities, differences and patterns when investigating different places, environments and people.

Geographical Skills: Fieldwork: Observe, record, and explain physical and human features of the environment.

Map skills

Direction/Location: • Use 4 compass points well: • Begin to use 8 compass points; • Use letter/no. co-ordinates to locate features on a map confidently

Drawing maps: • Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing.

Representation: • Know why a key is needed. • Begin to recognise symbols on an OS map

Using maps: • Locate places on large scale maps, (e.g. Find UK or India on a globe) • Follow a route on a large scale map.

## Arts

### DT: Food from another culture

- Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.
- Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).
- Follow instructions/recipes.
- Make healthy eating choices – use the Eatwell plate.
- Join and combine a range of ingredients.
- Explore seasonality of vegetables and fruit.
- Develop understanding of how meat/fish are reared/caught.

### Music (Unit)

#### Recorders

- Stage 2

## Computing (NCCE units)

eSafety (Week 1) : Project evolve - Online Bullying and Copyright

Unit 1 (Week 2-7): CREATING MEDIA—Audio Editing

## PSHE (Unit)

Physical health - Oral hygiene and dental care  
Mental wellbeing Anti-Bullying Week  
Caring friendship

### P.E (Unit)

Invasion Games— On the attack

Creative Games—Tag and Target

## MFL (French):

On the Move