



English

Rooftoppers by Katherine Rundell

Please can you provide a copy of the text to support your child in school.

- To write a quest story based on Rooftoppers
- To know how to describe characters and their emotions
- To know how to write a newspaper article
- To know how to write a recipe
- To know the difference between plural and possessive 's'
- To recognise and use determiners with confidence.
- To know what verb tense to use in our writing.
- To know how to use prepositional phrases.
- To know and understand different spelling skills – the 'sub' and 'super' prefix and plural possessive apostrophes with plural words.
- To know and understand different spelling skills – words with the 's' sound spelt 'sc', words with a 'soft c' spelt 'ce' and 'ci' and word families.
- To develop reading fluency and comprehension skills using Rooftoppers.



Poppy Class – Spring Term 2

Where does our food really come from?



Geography

Countries in Europe

- To know the names of and locate the countries of Europe.
- To know how to create maps of locations identifying some features using a key.
- To know the main physical and human characteristics of the countries in Europe.
- To know how to locate geographical regions of areas covered within Year 4 and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.

Personal, Social and Health Education

Jigsaw – Healthy Me

- To know how different friendship groups are formed and how they fit into them.
- To know which friends they value most.
- To know that there are leaders and followers in groups.
- To know that they can take on different roles according to the situation.
- To know the facts about smoking and its effects on health and some of the reasons some people start to smoke.
- To know the facts about alcohol and its effects on health, particularly the liver and some of the reasons some people drink alcohol.
- To know ways to resist when people are putting pressure on them.

Maths

Fractions

To know how to count beyond 1, partition, compare and order mixed numbers. To understand improper and equivalent fractions. To know how to add and subtract mixed numbers.

Decimals

To recognise tenths as fractions, decimals, on a place value chart and on a number line. To know how to divide a 1 and 2 digit number by 10. To recognise hundredths as fractions and decimals.

Computing

Logo

- To know how to turn a real-life situation to solve into an algorithm, using a design that shows how I can accomplish this in code.
- To know how to read programs that contain several steps and predict the outcomes with increasing accuracy.

Science

Animals including humans

- To know the simple functions of the basic parts of the digestive system in humans.
- To know the different types of teeth in humans and their simple functions.
- To know how to construct and interpret a variety of food chains, identifying producers, predators and prey.

Physical Education

Dance

- To know how to create a set of repeatable moves to a chosen piece of music.
- To know how to lead a group in a dance.
- To know how to use dance to convey a theme or idea.

Gym

To know how to work with a partner to create, repeat and improve a sequence with at least three phases. To know how to work in a controlled way.

French

Where in the world?

- To know how to listen and respond to topic vocabulary.
- To know how to write an answer in a sentence using the topic vocabulary.
- To know how to use an English/French dictionary to translate from English to French.
- To know the masculine and feminine nouns and prepositions.
- To know that because a continent is always feminine the preposition 'en' is always used for 'in'.
- To know how to use the past tense in a sentence and adapt a sentence to create a new one.

Music

Charanga - Feelings through Music

To know how to play, improvise and compose using a selection of these notes: C, D, E, F#, G, A, Bb, B.

DT

Italian/Spanish food

- To know where food comes from and the different food groups.
- To know what makes a healthy and balanced diet.
- To know why rice and pasta are staple foods.
- To know how to prepare and cook Italian and Spanish dishes using a range of cooking techniques, as well as knowing how to read and follow recipes which involve several processes, skills and techniques.
- To evaluate which countries food you preferred and why.
- To understand seasonality and the advantages of eating seasonal and locally produced food.

Religious Education

- Do people need to go to church to show they are Christians?
- To explore how Christians feel about prayer and worship.

# Year 4 – Spring 2 – Knowledge Organiser

## Enquiry Question: Where does our food really come from?

### Subject Specific Vocabulary

Produce	Items made or manufactured from components or raw materials.
Trade links	The transfer of goods or services from one person or place to another.
Distribution	Sharing something out among a number of recipients such as superstores.
Climate zones	The divisions of the Earth's climates into zones according to the average temperatures and average rainfall.
Temperate climate	Environments with moderate rainfall spread across the year or portion of the year with sporadic drought, mild to warm summers and cool to cold winters.
Tropical climate	A damp climate in which all twelve months have mean temperature above 18c. Climates have almost continuous rainfall throughout the year.
Mediterranean climate	A climate that has dry summers that are hot or warm as well as winters that are cool or mild with moderate or high rainfall.
Imported	Food that is grown in other countries and brought into the UK is <b>imported</b> .
Exported	Food that is grown in the UK and sold to other countries is <b>exported</b> .
Fair trade	Fair trade makes sure that farmers and producers are paid a fair price and a fair wage.
Consumer	A person who purchases goods and services for personal use.
Food miles	The distance food has travelled to get to your plate.

### Key Knowledge

We buy our food directly from farms, markets, shops or supermarkets. Most of the food that we buy originates from either plants or animals.

Some of our food may come from local suppliers, however, other food is imported into the country and it may also be exported out of the country. When items are imported, they arrive on ships at ports in large metal shipping containers. Importing food allows us access to goods that are not in season in the UK, all year round.

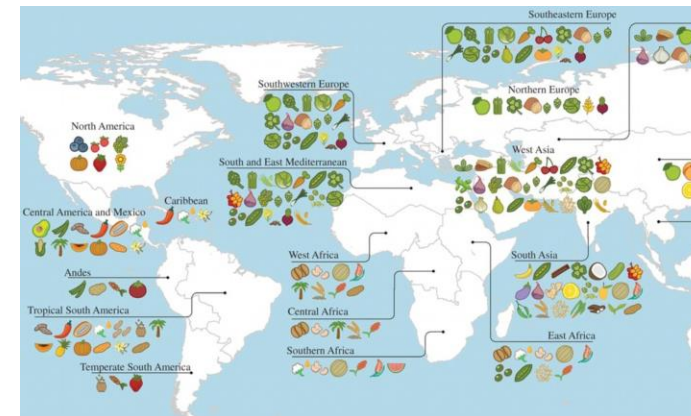
The Eatwell plate lists the food and drinks we consume daily and categorises them into how much you should be consuming at mealtimes.

The main 5 food groups are:

- fruit and vegetables.
- potatoes, bread, rice, pasta and other starchy carbohydrates.
- beans, pulses, fish, eggs, meat and other proteins.
- dairy and alternatives.
- oils and spreads.



### Images and Diagrams



Climate Zones Around the World

