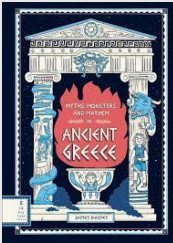
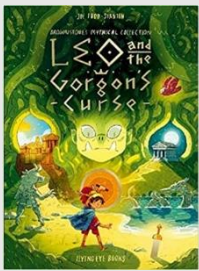
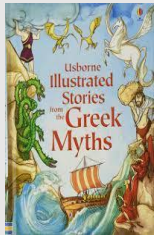
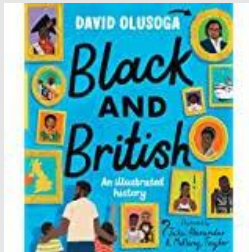


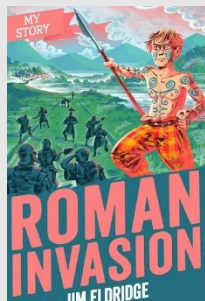
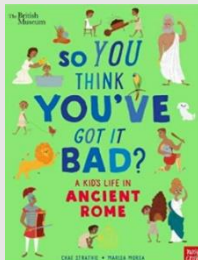
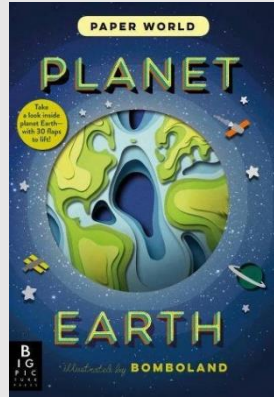
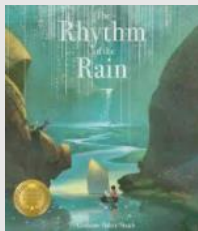

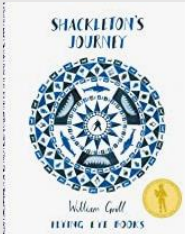
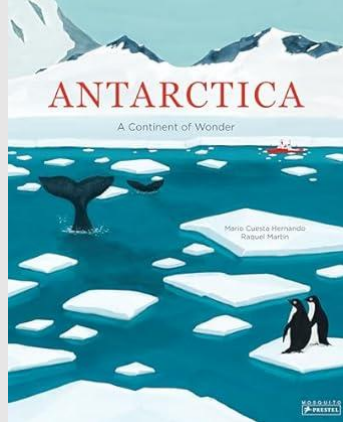
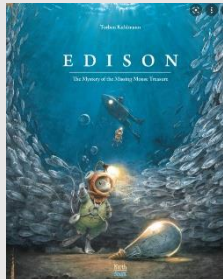
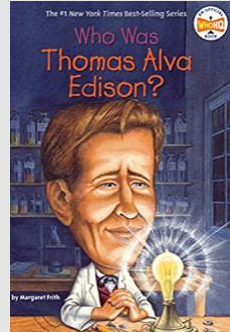




Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who let the Gods Out?	Super Humans	The Romans	Raging Rivers	Antarctic Adventures	Inventions that Changed the World
  	  	 	  	 	 
Above and Beyond opportunities for our children in Year 4...					
The Big Start Greek Democracy Day	Primary futures visitor Writing week	Money Week Gurdwara visit Royal Armouries	Visit to local river	Residential to St Anne's	Local walk to use mapping skills (East Morton trail) Rose Day

Writing



Our children will

<p>Write an exciting myth or legend which captures the reader's imagination. <u>Re-write Leo and the Gorgon.</u></p> <p>Information page on Ancient Greece (double page spread+) on what I've learned about the ancient Greeks.</p> <p><u>Grammar Focus:</u> Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p><u>Consolidate:</u> Noun phrases Subordinate clauses A and an Noun, adjective, verb</p>	<p>Character description the Iron Man</p> <p>Write the biography of Martin Luther King after studying the features of a biography.</p> <p>Writing Week</p> <p><u>Grammar Focus:</u> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p><u>Consolidate:</u> Statements, questions, exclamations and commands Adverbs Speech marks</p>	<p>Write a balanced argument, which answers the question- Were the Romans heroes or villains?</p> <p>Diary entry as main character in Roman Invasion.</p> <p><u>Grammar Focus:</u> Use of commas after fronted adverbials</p> <p><u>Consolidate:</u> Present and past tenses Prepositions</p>	<p>Explanation texts – Rivers The journey from start to end.</p> <p>Setting description using Rhythm of the Rain.</p> <p>Poetry Week – River poems.</p> <p><u>Grammar Focus:</u> The grammatical difference between plural and possessive –s</p> <p>Use of paragraphs to organise ideas around a theme</p> <p><u>Consolidate:</u> Apostrophes Vowel and consonant</p>	<p>Write part of the story of Shackleton's journey.</p> <p>Write and perform a poem</p> <p><u>Grammar Focus:</u> Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p><u>Consolidate:</u> Speech marks</p>	<p>Narrative based on the story of Pete and the Professor from Edison</p> <p>Thomas Edison News report</p> <p><u>Grammar Focus:</u> determiner pronoun, possessive pronoun, adverbial</p> <p><u>Consolidate:</u> All grammatical terms taught so far.</p>
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Reading



Our children will...



Vocabulary

Find and explain the meaning of words in context



Infer

Make and justify inferences using evidence from the text



Predict

Predict what might happen from the details given and implied



Explain

Explain how different aspects of the text affect the reader



Retrieve

Retrieve and record information directly from the text



Summarise

Summarise the key information and events from the text

Decode new words and work out the meaning by reading around the word

Read a wide range of text types and discuss the patterns and structures (fiction, poetry, plays, myths, legends and non-fiction/reference text books.)

Listen attentively to a longer and a wider range of texts

Orally retell what they have read.

Summarise paragraphs and short texts

Read for a range of different purposes.

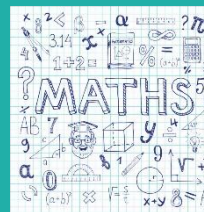
Make inferences about a range of different texts.

Explain and discuss their understanding of books, poems and other material and prepare readings for performance and show understanding through volume, tone, intonation and action.

Ask self-directed questions to deepen their understanding of a text.

Answer the question stems on a range of different texts.

Maths



Our children will develop their knowledge in...

Place Value
Addition and Subtraction

Length and Perimeter
Multiplication and Division

Multiplication and Division
Area
Fractions

Fractions
Decimals

Decimals
Money
Time

Statistics
Shape
Position and Direction

Science



Our children will...

Living things and their habitats

Our children will....group animals and plants in different ways according to their features. Classification keys can be used to identify and name living things. Children will also understand how environments may change naturally e.g. through flooding, fire, earthquakes etc. and how humans also cause the environment to change. This can be in a good way i.e. positive human impact, such as setting up nature reserves or in a bad way i.e. negative human impact, such as littering. These environments also change with the seasons; different living things can be found in a habitat at different times of the year.

Electricity

Our children will... identify common appliances that run on electricity, construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer. Children will be able to 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. Children will recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit and recognise some common conductors and insulators, and associate metals with being good conductors.

Animals including humans

Our children will.... describe the simple functions of the basic parts of the digestive system in humans.

Identify the different types of teeth in humans and their simple functions

Construct and interpret a variety of food chains, identifying producers, predators and prey.

States of Matter

Our children will.... compare and group materials together, according to whether they are solids, liquids or gases and observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Our children will.... learn that water at the surface of seas, rivers etc. evaporates into water vapour (a gas). This rises, cools and condenses back into a liquid forming clouds. When too much water has condensed the water droplets in the cloud get too heavy and fall back down as rain, snow, sleet etc. and drain back into rivers etc. This is known as precipitation. This is the water cycle.

Sound

Our children will.... identify how sounds are made, associating some of them with something vibrating. They will recognise that vibrations from sounds travel through a medium to the ear and be able to find patterns between the pitch of a sound and features of the object that produced it. They will also be able to find patterns between the volume of a sound and the strength of the vibrations that produced it, recognise that sounds get fainter as the distance from the sound source increases

Living Things and their habitats - conservation

Our children will.... Recognise that environments can change and that this can sometimes pose dangers to living things. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Use straightforward scientific evidence to answer questions or to support their findings

Art



Our children will...

Our children will design and make a Greek Vase.

The children will start by researching artists who use ceramics such as Lucie Rie and sketch Greek designs in their sketch books. Each child will create a vase which will be inspired by Greek designs and patterns. The designs for their vases will also be carefully planned out in sketch books.

Ancient Greek artists were known for creating black and red decorated pots. Early pots featured black figures on red backgrounds but from the 5th century BC onwards, they changed to red figures to black.



Greek pottery was usually made on the potter's wheel. The handles were joined to the pot with clay slip. The piece was then put back on the wheel to smooth the join marks and add the final shaping. Slip is clay and water mixed together to the consistency of heavy cream.



The designs on their pottery told a story. Some told stories of daily life, others told stories of wars and heroes. The geometric designs had to be familiar.



Skills:

Learn to choose skills and tools appropriate to the task.

Our children will....

Create a watercolour landscape painting which includes a river.

Use Joe Cartwright river watercolours

Experiment and explore, refine skills by practicing and making comparisons with other artists

Is able to choose previously learned techniques, line, shape, appropriate use of colour.

- Mix tertiary colours.
- Know how different colours affect our mood/feelings.
- Know how to compare/contrast two paintings with separate moods.
- Experiment with the styles used by other artists.
- Makes and matches colours with increasing accuracy.
- Use more specific colour language e.g. tint, tone, shade, hue.

Our children will....

Create Antarctic imagery using printing for the front cover of Shackleton's Journey.

Research, create and refine a print using a variety of techniques.

Select broadly the kinds of material to print with in order to achieve chosen effects.

Resist printing including marbling, silkscreen and coldwater paste.

Demonstrate understanding and precision when they have opportunities to.

Is aware of negative space.

Our children will....further develop drawing skills using a broader variation of media, e.g. charcoal, range of pencil type to design, create and sculpt a fish model which incorporates electrical circuit and a light to enhance the aesthetics.

Artisits Studied:
Torben Kuhlman (author/illustrator of Edison)

Have some awareness of three dimensional shape and shade.

<p>Refine and alter ideas and explain choices using art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Learn about the work of famous Sculptors.</p> <p>Makes informed choices about the 3D technique chosen.</p> <p>Shows an understanding of shape, space and form.</p> <p>Plans, designs, makes and adapts models. Talks about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Uses a variety of materials.</p>					<p>Further develops drawing skills using a broader variation of media, e.g. charcoal, range of pencil type.</p> <p>Use cardboard to sculpt and design a 3D model fish which incorporates electrical circuit and a light to enhance the aesthetics.</p> <p>Learn about Picasso and analyse his work. Practise pencil techniques using different grades of pencil. Learn about negative space.</p>
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Geography



Our children will...

<p>Having set the topic in its geographical and temporal context, pupils are introduced to the nature of evidence through the case study of Theseus and the Minotaur which links the landscape features with the myth and the fragmentary evidence that supports it.</p> <p><u>What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</u></p> <p>The focus here is on using pot evidence as a way into exploring aspects of Greek society. This should embrace warfare, mythology and the role of women. Start by looking at everyday life and then the evidence for it. When selecting other aspects to explore, consider pots showing: soldiers, ships, gods and goddesses, writing.</p> <p><u>Why was Athens able to be so strong at this time?</u></p> <p>As well as recapping Athens' natural advantages (coastline to trade by sea, expand into colonies and capture slaves) and their natural resources (silver mines) pupils focus on the significance of the victory at the Battle of Marathon in seeing off the Persian threat. This ushers in the Golden Age. Money spent on defence now goes to building etc.</p> <p><u>What was so special about life in 5 th Century BC Athens that makes us study it?</u></p> <p>Focus here on the features that made Athens unique at the time. The bulk of the work will be on democracy. To make this fun, focus on active learning approaches such as role play. It is by being involved in decision-making as a citizen that pupils get a real feel for how the system worked. The focus is on building of the Parthenon as pupils can draw parallels with big ticket items of government expenditure today.</p> <p><u>What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?</u></p> <p>Start by looking at the more familiar aspect of the Olympics before moving onto the theatre. In both cases start with the physical and then move onto what it reveals about Ancient Greek attitudes and beliefs.</p> <p><u>In what ways have the Ancient Greeks influenced our lives today?</u></p>		<p>How did the Britons respond to the Roman invasion? Boudicca Why was the Roman Army so successful? What do artefacts tell is about life in Roman Britain? How did the Romans change modern Britain?</p> <p>SKILLS: Understand where major events of the Roman Empire fits onto an AD/BC timeline.</p> <p>Order significant events from Roman Empire studied on a timeline including the invasion of Britain.</p> <p>Look at different versions of the build up and the Battle of Watling Street and identify differences.</p> <p>To know that people in the past represent different viewpoints including the Iceni and Roman viewpoints of the Roman invasion.</p> <p>Communicate knowledge and understanding about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Make comparisons between the Greek and Roman Civilisation, finding similarities and differences between the 2.</p>		<p>Was Edison really a great inventor?</p> <p>Research project about an invention that changed the world.</p>
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Describe how some of the things I have studied from the past affect/influence life today. Describe similarities and differences between people, events and artefacts studied. Use evidence to describe what was important to people from the past.					
Make comparisons between the Greek and Egyptians Civilisation, finding similarities and differences between the 2.					

Design and Technology



Our children will...

Autumn 2 – electrical circuits

- Explain how technology has helped shaped the world we live in.
- Explore and make a series and parallel circuit and follow instructions to make a switch.
- Draw a simple annotated design.
- Write their own simple design criteria.
- Make a product which contains a working circuit to light a bulb.
- Use a series of given questions to evaluate their product.
- Name some key events and individuals that have helped shape the world of lighting.
- Explore and make a series and parallel circuit, diagnosing faults when necessary, and follow instructions to make a selection of different switches.
- Draw a design which uses annotations to add some detail.
- Develop design criteria to inform the design of innovative products considering the purpose and target group/individual.
- Make a well finished product considering the aesthetic and functional qualities.
- Use design criteria to help develop their own questions and use the answers to help guide the evaluation process.

Spring 2 - Roman Onagers

- Use research into the shape and parts of catapults to develop simple design criteria.
- Build simple frame structures.
- Use research to create ideas and refine them to develop design criteria.
- Build and join strong frame structures and stiffen materials.

Inspiration:

<https://www.youtube.com/watch?v=DwZA3WS2fB4>

Summer 1 - Create, manufacture and market energy bar for an explorer.

- Design and make a cereal bar with support and guidance.
- Explain why choices were made after discussion with the teacher.
- Have demonstrated some skills when making the product.
- Use their experiences of food ingredients and cooking methods to help generate ideas.
- Explain why they have chosen certain foods and processes and link them to their design criteria.
- Produce an order of work which includes an annotated diagram and chosen equipment appropriately.
- Make and evaluate their cereal bar against objective design criteria.

Computing

Computing



<https://teachcomputing.org/curriculum/key-stage-2>

Our children will...

Computer Science	Data Handling	Media	Computer Science	Media	
<p><u>CS15</u> Understand the composition of a range of programs by decomposing them into their key components.</p> <p><u>CS16</u> Understand and apply the concept of selection in their own algorithms and programs.</p> <p><u>CS17</u> Predict what a specific piece of code will do and alter it to achieve a chosen outcome</p>	<p><u>DH9</u> Represent data in a database using appropriate data types.</p> <p><u>DH10</u> Turn questions into search criteria and use database tools to find answers</p> <p><u>DH11</u> Use a spreadsheet to enter data and perform simple calculations.</p> <p><u>DH12</u> Convert data in a spreadsheet into different graph types for different purposes.</p> <p><u>DH13</u> Change elements of a spreadsheet and understand the effects on other calculations.</p>	<p><u>M18</u> Capture appropriate, quality still and moving images.</p> <p><u>M19</u> Develop an understanding of differing film shots and their effective use.</p> <p><u>M20</u> Create a 2D plan view using basic shapes</p> <p><u>M21</u> Plan, create and edit an animation, film or slideshow.</p>	<p><u>CS18</u> Design and create programs using selection purposefully</p> <p><u>CS19</u> Understand what a computer network is and describe different parts of a network.</p>	<p><u>M22</u> Compose, combine and refine music or sounds.</p> <p><u>M23</u> Identify features of good digital creation design</p> <p><u>M24</u> Collect, create and insert appropriate (fit for purpose) graphics and sound files to create a multimedia presentation</p>	

Character and culture (R.E. P.S.H.E. R.S.E.)




Our children will ask...

P.S.H.E R.S.E R.E British Values Celebrations

<p>What faiths are shared in our country?</p> <p>PSHE Family and Relationships</p>	<p>How are important events remembered?</p> <p>PSHE Health and Wellbeing</p>	<p>What does Sikhism teach us about understanding feelings?</p> <p>PSHE Economic Wellbeing</p>	<p>Why are Gurus at the heart of Sikh belief and practice?</p> <p>PSHE Safety and the changing body</p> <p>How will we grow and change?</p>	<p>How do Sikhs show commitment?</p> <p>PSHE Citizenship</p> <p>How can our choices make a difference to others and the</p>	<p>Consolidation of all RE units. RSE and Transition work in preparation for the next year group.</p> <p>PSHE</p>
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Respect (for each other, our peers, our school, our classroom, the environment) Harvest Festival, Halloween, Black History Month	How do we treat each other with respect? (differences, respect and personal space) Tolerance World Kindness Day, Anti-Bullying Week Diwali, Christmas, Hannukah	How can we manage our feelings? Rule of Law New Year resolutions Epiphany, Holocaust Memorial Day, Chinese New Year Money Week	(family differences, self-development, friendships). Individual Liberty Children's Mental Health Week, Safer Internet Day, International Women's Day, Lent, Easter, Ramadan	environment? Democracy St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day) Mental Health Awareness Week	Transition lessons and Recap How can we manage risk in different places?
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P.E.



Athletics. (recapping fundamental skills). Outdoor Adventurous Activity (I) Swimming (NC & above and beyond)	Gymnastics (I) Dance (I)	Invasion Games (Tag Rugby) Invasion Games (Netball.)	Net and Wall (Tennis) Net and Wall (Badminton/ table tennis)	Striking and Fielding (Cricket) Striking and Fielding (Rounders)	Dance (2) Athletics (I)
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Music



