

Year 4 2021-2021

Enrichment	All About Me	What did they do for me?	From Local to Global	Time Travellers	Show What You Grow	Heal the World
	Rivers	Ancient Greeks	Romans	Anglo-Saxons/ Vikings	Journey	Habitats
<p>Y3 Catch up:</p> <p>CEW: library, notice, particular, probably, remember, circle, complete, extreme, various</p> <p>Grammar: Embed from Summer term</p> <p>prepositional phrases front adverbial phrases</p>	<p>English: The Blue Whale</p> <p>Whole Class Shared Read: The Iron Man – Ted Hughes</p> <p>(Read for pleasure: The Water Horse – Dick King-Smith)</p> <p>Outcome: Write to inform – an informative poster about the Blue Whale.</p> <p>CEW : appear, certain, disappear, material, naughty, possible, pressure, quarter, suppose</p> <p>Mastery focus: Noun phrases expanded by modifying adjectives, nouns and prepositional phrases. Organise paragraphs around a theme, using simple organisational devices Possessive apostrophe (revisit)</p> <p>Non-Fiction A persuasive letter to save the blue whale</p> <p>Oak Academy Units: NC Report: Angler Fish (20 lessons) Narrative: Whale Rider (15 lessons) Reading: Deep Sea Creatures (5 lessons)</p>	<p>English: Greek Myths – Odysseus’s Voyage</p> <p>Whole Class Shared Read: Leo and the Gorgon’s Curse</p> <p>(Read for Pleasure: Greek Myths)</p> <p>Outcome: Narrative: Write a Greek Myth Recount: Write a newspaper report</p> <p>CEW: answer, arrive, believe, famous, guard, heard, island important, purpose, particular, special, surprise, thought</p> <p>Mastery focus: Noun phrases expanded by adjectives, nouns and prepositional phrases Use of commas after fronted adverbials. Standard English forms for verb inflections Use a wider range of conjunctions to extend sentences (including <i>when, if, although, because</i>)</p> <p>Non-Fiction – Newspaper report</p> <p>Oak Academy Units: Narrative: The Robin (20 lessons) Narrative: A Christmas Carol (15 lessons)</p>	<p>English: Escape to Pompeii</p> <p>Whole Class Shared Read: The Firework Maker’s Daughter – Philip Pullman</p> <p>(Read for pleasure: Thieves of Ostia)</p> <p>Outcome - Recount from a character’s perspective</p> <p>CEW: accident, busy, (business) build, century, early, famous, heard, history, natural, strength, often. <u>heard, important, pressure, straight</u></p> <p>Mastery focus: Present perfect verbs, direct speech punctuation, use of paragraphs to organise ideas.</p> <p>Poetry:.. Cross-Curricular - Diary Entry - Roman Soldier</p> <p>Oak Academy Units: Poetry: John Lyons (20 lessons) Journalist Writing - TBC (20 lessons)</p>	<p>English: Beowulf</p> <p>Whole Class Shared Read: How to Train Your Dragon – Cressida Cowell</p> <p>(Read for pleasure: Anglo-Saxon Boy – Tony Ross)</p> <p>Outcome: Overcoming a monster narrative Non-Fiction outcome: Set of instructions ‘ How to create a hero’.</p> <p>CEW: arrive, breath, breathe, century, certain, describe, early, enough, imagine, ordinary, peculiar, reign, strength, surprise.</p> <p>Mastery focus: organising paragraphs around a theme, the use of commas after fronted adverbial phrases, inverted commas</p> <p>Oak Academy Units: Narrative: The Borrowers (20 lessons) Narrative: The Jabberwocky (15 lessons)</p>	<p>English: Journey</p> <p>Whole Class Shared Read: The Train to Impossible Places – PG Bell</p> <p>Read for pleasure: James and the Giant Peach – Roald Dahl)</p> <p>Outcome: Write an adventure story about a journey to another world.</p> <p>CEW: <u>possess, possession, question, group, minute, separate, mention</u> Mastery focus: Paragraphs organised around a theme, use of noun / pronoun to aid cohesion.</p> <p>Oak Academy Units: Narrative: The Robin (20 lessons) Reading: Tom’s Midnight Garden (5 lessons)</p>	<p>English: Gorilla</p> <p>Whole Class Shared Read: The Butterfly Lion – Michael Morpurgo</p> <p>(Read for pleasure: The Animals of Farthing Wood)</p> <p>Outcome: Write a sequel to Hannah’s outing.</p> <p>CEW: consider, difficult, experience, forward, forwards, occasion, position, occasionally, ordinary, regular</p> <p>Mastery focus: Noun phrases, Fronted adverbials, direct speech punctuation</p> <p>Persuasive letter about animals in zoos</p> <p>Oak Academy Units: Reading: The Suitcase Kid (5 lessons) I was a Rat (5 lessons)</p>
	<p>Maths: Place Value 4 -digit numbers 1 - (9) WRM R: Number (4 lessons) Place Value 4 -digit numbers 2 - (9) Addition and Subtraction (15)</p>	<p>Maths: Addition and Subtraction (15) WRM R: Add/Subtract (4 lessons) Measure - Perimeter (5) Multiplication and Division 1 - (11)</p>	<p>Maths: Multiplication and Division 2 - (15) WRM R: Multiplication/Division (6 lessons) Measure - Area (5) WRM R: Measure (5 lessons)</p>	<p>Maths: Fractions 2 - (8) WRM R: Fractions (9 lessons) Decimals 1 - (10)</p>	<p>Maths: Decimals 2 - (10) Money (9) WRM R: Money (4 lessons) Time (5) WRM R: Time (4 lessons)</p>	<p>Maths: Geometry- angles and 2D shapes - (10) WRM R: Angles (3 lessons) WRM R: 2D Shape (2 lessons) Geometry- position and direction- (6)</p>

			Fractions 1 - (7)			
	<p>Science: <u>States of Matter</u></p> <p>Enquiry type: Observing over time: How does the level of water in a glass change when left on the windowsill? <u>Prior Learning:</u> Year 2:</p> <ul style="list-style-type: none"> - Identify different materials - changing solids by twisting, squashing, bending and stretching <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Geography link)</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> - using scientific evidence to answer questions or to support their findings. <p>Oak Academy Unit: States of Matter (6 lessons)</p>	<p>Science: <u>Electricity</u></p> <p>Enquiry type: Comparative test: Which metal is the best conductor of electricity? <u>Prior Learning:</u> No prior learning in previous years.</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> - setting up simple practical enquiries, comparative and fair tests. - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. <p>Oak Academy Unit: Electricity (6 lessons)</p>	<p>Science: <u>Sound</u></p> <p>Enquiry type: Fair test: How does the length of a guitar string affect the pitch of the sound? Also see creative steps lesson on sound- year4 <u>Prior Learning:</u> Y1 - part of the body and which body part is linked to which sense.</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> - ask relevant questions and use different types of scientific enquiries to answer them. - make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment <p>Oak Academy Unit: Sound (6 lessons) <i>Located in Y2/3</i></p>	<p>Science: <u>Teeth and Digestion</u></p> <p>Enquiry type: Identifying and classifying: What are the names for all the organs involved in the digestive system? <u>Prior Learning:</u> Y3 - skeleton, muscles and nutrients Y2 - Exercise and balanced diet Y1 - basic parts of the body</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Non-chronological report about teeth?</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> -record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. - 	<p>Science: <u>Animals and Food Chains</u></p> <p>Enquiry type: Skills in research: Which is the fiercest predator? <u>Prior Learning:</u> Y3 - nutrients from food Y2 - simple food chain Y1 - identify carnivores, herbivores and omnivores</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Oak Academy Unit: Animals and Food Chains (6 lessons)</p>	<p>Science: <u>Habitats</u></p> <p>Enquiry type: Pattern seeking: How has the use of insecticides affected the bee population? <u>Prior Learning:</u></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Persuasive writing?</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> - gather, record, classify and present data in a variety of ways to help in answering questions. - identifying differences, similarities or changes related to simple scientific ideas and processes. <p>Oak Academy Unit: Habitats (6 lessons)</p>

<p>History/Geography: Also see Year 3 Creative Steps Dance -Water/Rivers Rivers and the Water cycle Enquiry question: Where do puddles go? Focus: River Mersey/ Manchester ship Canal/River Ribble Counties- Cheshire/ Lancashire/North Yorkshire Region- North West/Northern England Cities- Liverpool and Manchester</p> <p>Replaced by swimming</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate counties and cities in the UK(see above) Name and locate geographical regions (North West) and identify key topographical features- rivers; and understand how these have changed over time. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, ie, rivers and water cycle <p>Skills</p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods- linked to Cuerden Valley Visit Use maps and digital mapping to identify rivers Explain own views about locations and give reasons using geographical vocabulary. 	<p>History/Geography: Also see Creative Steps Year4 Invade and settle Enquiry question: The Ancient Greeks- What were their achievements and their influence on the western world?</p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural and religious diversity. Characteristics of the past. – experiences of men, women and children, ideas and beliefs, attitudes. Use dates, and terms to describe events. Use literacy, numeracy and computing skills to communicate about the past. Suggest causes and consequences of some of the main events in history. <p>Visit to Walker Art Gallery- Storytelling with the Greeks</p> <p>Outcome- Explanation of which is the most important legacy of the Ancient Greeks. Prior Learning: Y3 - The Stone Age Y3 - Achievements of the earliest civilizations</p> <p>Oak Academy Unit: Greeks (10 lessons)</p>	<p>History/Geography: Also see Creative Steps Year4 Invade and settle Enquiry question - What impact did the Roman Empire have on Britain today? (perspective/impact/why)</p> <ul style="list-style-type: none"> Use appropriate vocabulary to communicate. Describe the geographical similarities and differences between countries. Use more than one source of evidence for historical enquiry. Describe different accounts of historical events. <p>Geography link- Locational Knowledge: To name and locate cities of United Kingdom linked to the Roman Empire- Leicester Gloucester Chester Lancaster</p> <p>Prior Learning: Y3 - Ancient Egypt Y4 - Ancient Greece</p> <p>Cross Curricular: A Day In The Life of A Roman Soldier - Diary entry</p> <p>Oak Academy Unit: Romans (10 lessons)</p>	<p>History/Geography: Enquiry question - 'Why did the Anglo Saxons and Vikings come to Britain?'</p> <ul style="list-style-type: none"> Use evidence to ask and answer questions. Suggest suitable sources of evidence for historical enquiries. Place artefacts, events and historical figures on a timeline using dates. Understand the concept of changes over time. Give a broad overview of life in Britain. Compare some of the times studied with those of other areas around the world. <p>Geography Link: Locational Knowledge: To name and locate counties and regions linked to Anglo Saxon History: Essex/ East of England Sussex, Middlesex, Wessex/ South East of England</p> <p>Prior Learning: Y4 - The Romans Y2 - Significant people in history</p> <p>Cross Curricular: Comparative Information Text</p>	<p>History/Geography: Enquiry question: What are the differences within the North West region?</p> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> Name and locate counties and cities of the NW. To identify human and physical characteristics , key topographical features and land use patterns. <p>Place Knowledge: To understand a geographical similarities and differences through the study of human and physical geography of a region (North West)</p> <p>Skills:</p> <ul style="list-style-type: none"> Ask and answer questions about physical and human characteristics of a location. Explain own views about locations and give reasons using geographical vocabulary Fieldwork – sketch maps and plans. Use 8 compass symbols and keys to communicate knowledge of the UK. Use maps, atlases, globes and digital computer mapping to name and locate counties. Use a range of resources to identify key physical and human features of a location. <p>Prior Learning: Counties- Cheshire, Lancashire, South Yorkshire Regions; North west/Northern England/East</p>	<p>History/Geography: Also Creative Steps Year 5 Environment and Weather Enquiry question: How has the Earth's Climate changed?</p> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> To locate the world's countries, using maps to focus on South America. Name and locate the equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn and describe their characteristics <p>Place Knowledge</p> <ul style="list-style-type: none"> To understand geographical similarities and differences through a study of human and physical geography of a region within South America <p>Skills:</p> <ul style="list-style-type: none"> To describe and understand key aspects of physical and human features linked with climate zones Use 8 pts of a compass, 4 and 6 grid reference, symbols and key to build their knowledge of the wider world Use maps, atlases, globes and digital mapping <p>Prior Learning: Y2 -Rainforests Y1 -continents, hot and cold, oceans <i>Can the children remember the continents and oceans?</i></p>
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	<p>Visit to Cuerden Valley</p> <p>Prior Learning:</p> <p>Y3 - Our changing town - settlement near a River (Mersey)</p> <p>How do humans impact on the environment? Human features</p> <p>Y2 - simple food chain</p> <p><u>Cross Curricular:</u> Information leaflet</p> <p><u>Cross Curricular:</u> Adobe Spark Video (written evidence to support process)</p> <p>Oak Academy Unit: Rivers (6 lessons)</p>				<p>of England/South East of England</p> <p>Cities:Liverpool/Manchester</p> <p>Y3 - Comparison to EU country</p> <p>How has our town changed?</p> <p>Y2 - Comparisons with China and the UK</p> <p>Y1 - London, countries of the UK</p> <p>Oak Academy Unit: Locational Information and the UK (4 lessons)</p> <p>Oak Academy Unit: Weather, water and climate (6 lessons)</p> <p><u>Cross Curricular:</u> Non chronological report</p>	<p><u>Cross Curricular:</u> Newspaper Report - environmental change and its effects</p>
<p>Oak Academy Unit: Islam (10 lessons)</p>	<p>RE:</p> <p>Buddhism – What are our rules to be good?</p>	<p>RE:</p> <p>Christianity – What lights our way?</p>	<p>RE:</p> <p>Judaism – How do religious families and their communities practice their faith?</p>	<p>RE:</p> <p>Christianity – Easter</p> <p>What are we prepared to sacrifice?</p>	<p>RE:</p> <p>Christianity</p> <p>Why are some occasions sacred to a believer?</p>	<p>RE:</p> <p>Sikhism – What is expected of a person following a religion or belief?</p>
	<p>Arts/DT:</p> <p>Painting – Monet- link with geography</p> <ul style="list-style-type: none"> Experiment with creating mood with colour Use watercolour paint to produce washes for backgrounds, then add details. Replicate some of the techniques used by notable artists. <p>Create original pieces that are influenced by studies of others.</p>	<p>Art/DT:</p> <p>Sculpture– Greek Vases</p> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms. Use clay and other moldable materials. Add materials to provide detail. <p>Key artist study- Clarice Cliff</p>	<p>Art/DT:</p> <p>Roman art</p> <p>Mosaics- collage</p> <p>Develop and awareness of contrasts in colour and textures</p> <p>Select and arrange materials for a desired effect</p> <p>Experiment with and create mosaics.</p> <p>Understand the historical and cultural development of art forms (pots- Greeks, mosaics- Romans).</p> <p>Digital media- creating a pixilated image- linked to Roman mosaics</p>	<p>Arts/DT:</p> <p>Art-Drawing skills</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens, ink etc.</p> <p>Use drawing to represent a given object, somethings from imagination or something they remember.</p> <p>Use different grades of pencil and other implements to achieve variations in tone, line and texture.</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>Apply to history- e.g. Viking runes, shields, jewellery Viking boat drawings</p>	<p>Art/DT:</p> <p>Food – Healthy Snack</p> <p>DT - structures- packaging for healthy snack</p>	<p>Art/DT</p> <p>Key artist study -Picasso linked to PSHE feelings and 'heal the world'- the weeping woman</p>

	Computing: Online Safety Writing for an audience - link to Topic/Eng work rather than through PM???	Computing: Animations – Christmas link Hardware Investigators	Computing: Spreadsheets – link to science – logging data/sounds Digital Media - link to Art	Computing: Coding	Computing: Effective Searching - Link to topic and researching a different county	Computing: Logo
	PE: Sky try (Invasion games) Sending and receiving - Play competitive games. Real PE Unit 3 (Cognitive) FUNS: 5 - Dynamic balance to agility 9 - Coordination (ball skills)	PE: Gymnastics Develop balance, flexibility, agility and coordination. Real PE Unit 2 (Social) FUNS: 2 - Static balance (seated) 6 - Dynamic balance to agility	PE: Dance (Creative steps - Invaders and settlers) Perform a range movement through dance. Real PE Unit 4 (Creative) FUNS: 8 - Coordination with equipment 7 - Counter balance in pairs	PE: Tennis (Net and wall - striking a ball) Develop flexibility, strength, technique, control and balance. Real PE Unit 6 (Health and fitness) FUNS: 4 - Static balance (small base) 11 - Agility - ball chasing .	PE: Swimming Real PE Unit 1 (Personal) FUNS: 10 - Coordination - footwork 1 - static balance - one leg	PE: Swimming Build in Athletics in Real PE (Track and field) Develop agility, coordination, strength and technique, fitness, running, throwing and jumping. Real PE Unit 5 (Physical skills) FUNS: 12 - Agility - Action/response 3 - Static balance - floorwork
	PSHE: Feelings and emotions (Mental Health Awareness Week)	PSHE: Safety and Wellbeing Staying Safe Children in Need (extra) Anti-Bullying Week (Nov)	PSHE: Emergency Services	PSHE: First Aid	PSHE: Smoking, respiration and circulation.	PSHE: Feelings (Transition)
	French: (Tutor) My School/Your school https://pln.myvle.co.uk/files/s_c3490/websites/lspace_47/?page=1456&t=Autumn+1	French: My local area (Christmas) https://pln.myvle.co.uk/files/s_c3490/websites/lspace_47/?page=1457&t=Autumn+2	French: Epiphany A family tree https://pln.myvle.co.uk/files/s_c3490/websites/lspace_47/?page=1485&t=Spring+1	French: Celebrating Carnival Parts of the Body Easter https://pln.myvle.co.uk/files/s_c3490/websites/lspace_47/?page=1486&t=Spring+2	French: Feeling well/unwell Jungle animals https://pln.myvle.co.uk/files/s_c3490/websites/lspace_47/?page=1487&t=Summer+1	French: Summertime (weather/seasons) https://pln.myvle.co.uk/files/s_c3490/websites/lspace_47/?page=1488&t=Summer+2