

Year 4 2020-2021

Enrichment	All About Me Rivers	What did they do for me? Ancient Greeks	From Local to Global Romans	Time Travellers Anglo-Saxons/ Vikings	Show What You Grow Journey	Heal the World Habitats
<p>Y3 Catch up:</p> <p>CEW: business, experiment, island, library, notice, particular, peculiar, probably, remember, surprise, circle, complete, extreme, height, length, 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 adjectives, nouns and prepositional phrases, apostrophes to mark singular and plural possession</p> <p>Non-Fiction</p>	<p>English: Greek Myths (Theseus and the Minotaur / Pandora's box)</p> <p>Whole Class Shared Read: Who Let the Gods Out - Maz Evans</p> <p>(Read for Pleasure: Greek Myths)</p> <p>Outcome: Write a Greek Myth</p> <p>CEW: believe centre, decide, earth, famous, guard, medicine, imagine, purpose, recent, special, woman, women</p> <p>Mastery focus: Use of inverted commas and other punctuation to indicate direct speech. Use of commas after fronted adverbials.</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, though, often heard, important, pressure, straight</p> <p>Mastery focus: prepositional phrases, conjunctions, fronted adverbial phrases.</p> <p>Poetry</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</p> <p>CEW: arrive, breath, breathe, century, certain, describe, early, enough, imagine, ordinary, peculiar, reign, strength, surprise, mention, possess, possession, question,</p> <p>Mastery focus: organising paragraphs around a theme, the use of commas after fronted adverbial phrases, inverted commas</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: group, minute, separate,</p> <p>Mastery focus: Paragraphs organised around a theme, use of noun / pronoun to aid cohesion.</p> <p>Oak Academy Units: Narrative: The Robin (20 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: Non phrases, Fronted adverbials, direct speech punctuation..</p>

<p>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>Oak Academy Units: Narrative: The Robin (20 lessons) Narrative: A Christmas Carol (15 lessons)</p>	<p>Cross-Curricular - Diary Entry - Roman Soldier</p> <p>Oak Academy Units: Poetry: John Lyons (20 lessons) Journalist Writing - TBC (20 lessons)</p>	<p>Oak Academy Units: Narrative: The Borrowers (20 lessons) Narrative: The Jabberwocky (15 lessons)</p>	<p>Reading: Tom's Midnight Garden (5 lessons)</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) Fractions 1 - (7)</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>
<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: - Identify different materials - changing solids by twisting, squashing, bending and stretching</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>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- year 4 <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</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>Science: <u>Plants (Missed Year 3 Unit)</u></p> <p>(You could move Identifying and Classifying to this topic as an enquiry type)</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including</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>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: Sound (6 lessons) Located in Y2/3</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>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: States of Matter (6 lessons)</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>-</p> <p>Animals and Food Chains</p> <p>Enquiry type: Skills in research: Which is the fiercest predator?</p> <p>Prior Learning:</p> <p>Y3 - nutrients from food</p> <p>Y2 - simple food chain</p> <p>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><i>pollination, seed formation and seed dispersal.</i></p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> - report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 	<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</p>	<p>History/Geography: Also see Creative Steps Year4 Invade and settle Enquiry question: The Ancient Greeks- What were their achievements and</p>	<p>History/Geography: Also see Creative Steps Year4 Invade and settle Enquiry question - What impact did the Roman Empire have on Britain today?</p>	<p>History/Geography: Enquiry question - Who won the struggle for the kingdom of England? The</p>	<p>History/Geography: Comparisons of the UK - A UK Tour Enquiry question: What are the similarities between the difference between</p>	<p>History/Geography: Also Creative Steps Year 5 Environment and Weather Enquiry question: How has the Earth's Climate changed?</p>

go?Focus:: River Mersey/ Manchester ship Canal

Replaced by swimming

- Describe key aspects of physical geography: rivers, water cycle.
- Locational knowledge: use maps, atlases, globes and or digital/computer mapping to locate and describe features studied
- 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

Visit to Cuerden Valley

Prior Learning:

Y3 - Our changing town - settlement near a River (Mersey)

How do humans impact on the

their influence on the western world?

- 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.

Visit to Walker Art Gallery- Storytelling with the Greeks

Prior Learning:

Y3 - The Stone Age

Y3 - Achievements of the earliest civilizations

Oak Academy Unit: Greeks (10 lessons)

(perspective/impact/w hy)

- 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.
- Name and locate the tropics.
- Describe geographical features of these areas.

Prior Learning:

Y3 - Ancient Egypt

Y4 - Ancient Greece

Cross Curricular:

A Day In The Life of A Roman Soldier - Diary entry

Anglo-Saxons or the Vikings? (Emphasis on King Alfred the Great)

- Struggle for the kingdom
- Settlements
- 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.

Prior Learning:

Y4 - The Romans

Lancashire and Cheshire?

(Compare 2 counties from below)

- Ask and answer questions about physical and human characteristics of a location.
- Explain own views about locations.
- 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: (Cheshire, Lancashire, Yorkshire, Merseyside, Shropshire, Staffordshire, Derbyshire, Nottinghamshire, Lincolnshire)
- Identify geographical regions by their human and

- To describe and understand key aspects of physical and human features linked with climate zones, (including biomes and vegetation belts)
- Name and locate the equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Cancer and describe their characteristics
- Use 8 pts of a compass, 4 and 6 grid reference, symbols and key to build their knowledge of the wider world

Prior Learning:

Y2 - Rainforests

Y1 - continents, , hot and cold, oceans

Cross Curricular:

	<p>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>Oak Academy Unit: Romans (10 lessons)</p>	<p>Y2 - Significant people in history</p> <p><u>Cross Curricular:</u> Comparative Information Text</p>	<p>physical characteristics.</p> <ul style="list-style-type: none"> Use a range of resources. <p><u>Prior Learning:</u></p> <p>Y4- Trip to Cuerden Valley, River mersey Rivers work</p> <p>Y3 - Comparison to EU country - compare Warrington to its twin town - Nachod, Czech Republic and Hilden, NW Germany.</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>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: PAN?</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>Matisse- History link with Greek myths (Icarus)</p> <p>Drawing / Sculpture- Greek Vases</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms. • Include texture that conveys feelings, expression or movement. • Use clay and other moldable materials. • Add materials to provide detail. 	<p>Art/DT:</p> <p>Drawing / Collage: Andy Warhol: Vesuvius-link with history</p> <ul style="list-style-type: none"> • Explore ideas in a variety of ways. • Comment on art work using visual resources. • Use repeating or overlapping shapes. • Mimic print from the environment. • Use objects to create prints. • Press, roll, rub and stamp to make prints. <p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Select and arrange materials for a striking effect.</p> <p>Ensure work is precise.</p> <p>Use coiling, overlapping, tessellation, mosaic and montage.</p> <p>Draw lines of different sizes and thickness.</p> <ul style="list-style-type: none"> • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. 	<p>Arts/DT:</p> <p>Torches/Electrical Toys</p> <p>Circuits/Switches- link with Science and history</p>	<p>Art/DT:</p> <p>Food - Healthy Snack</p> <p>DT - structures- packaging for healthy snack</p>	<p>Art/DT:</p> <p>Digital Media art - Advert for DT last half term</p> <p>Create images, video and sound recordings and explain why they were created.</p>
--	--	---	---	--	--	--

			•			
	Computing: Online Safety Writing for an audience	Computing: Animations Effective Searching	Computing: Spreadsheets	Computing: Coding	Computing: Hardware Investigators. Digital Media	Computing: Logo
	PE: Real PE Unit 6 Striking and Fielding Rounders	PE: Real PE Unit 4 Invasion games - Quicksticks	PE: Real PE Unit 1 Dance - Creative steps: Invade and settle	PE: Real PE Unit 5 Orienteering	PE: Real PE Unit 2 Athletics	PE: Real PE Unit 3 Swimming?
	PSHE: Safe touches	PSHE: Feelings Anti-Bullying Week (Nov)	PSHE: Safety and Wellbeing	PSHE: Emergency Services First Aid	PSHE: Smoking, respiration and circulation.	PSHE: Feelings (Transition)
	French: (Tutor) Numbers, Greetings.	French:	French:	French:	French:	French: