

Class 4 Summer Term 2023

Subject	Learning Hook	Context	Prior Learning
<b>History</b>	Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically	<p><b>Arabia and Early Islam</b></p> <ul style="list-style-type: none"> <li>• Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world.</li> <li>• An oral culture and a land of poetry.</li> <li>• Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</li> </ul> <p><b>Islamic civilisations (2) The Rise of Islam</b></p> <ul style="list-style-type: none"> <li>• Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba.</li> <li>• How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together.</li> <li>• The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</li> </ul>	Understanding of chronology – Ancient Egypt, The Victorians, WW2, The Romans, The Vikings, The Stone age
<b>Science</b>	Investigate Materials Investigate Light and Seeing Work scientifically	<p><b>Physics – Light Up Your World</b></p> <p>This unit 'Light' takes children through six lessons where they learn how to: recognise that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes; and finally, children learn how to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><b>Physics - Danger – Low voltage</b></p> <p>This unit 'Electricity' takes children through six lessons where they learn how to: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; they learn how to compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness</p>	Can you see me (Y3/4) Senses (KS1) Circuits (Year 3 and 4)

		of buzzers and the on/off position of switches; and finally, they use recognised symbols when representing a simple circuit in a diagram.	
<b>Geography</b>	Investigate patterns Communicate geographically Investigate places	<p><b>Earthquakes</b></p> <ul style="list-style-type: none"> <li>• Depth focus: The Christchurch Earthquake, New Zealand. Causes of earthquakes: tectonic plates and fault lines</li> <li>• Depth focus: California &amp; the San Andreas fault, Indian Ocean tsunami</li> <li>• Effects of earthquakes: How humans live in earthquake zones and adapt their settlements (e.g. Japan)</li> </ul> <p><b>Deserts</b></p> <ul style="list-style-type: none"> <li>• Distribution and climate of deserts</li> <li>• Depth focus: The Sahara Desert</li> <li>• How deserts are formed, variety of landscapes.</li> <li>• Plants and animals in deserts</li> <li>• How humans live and adapt in deserts</li> <li>• Depth focus: The Patagonian Desert</li> <li>• Geographical skills: Interpreting thematic maps and satellite photographs</li> <li>• Why are deserts located where they are?</li> </ul>	Settlements (Stone Age, Romans and Anglo-Saxons) Local area study Map Skills The Americas (Y5/6) Around the World (Y3/4)
<b>Design and Technology</b>	Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history	<p><b>Steady Hand Game</b></p> <ul style="list-style-type: none"> <li>• Explain simply what is meant by ‘form’ (the shape of a product) and ‘function’ (how a product works).</li> <li>• State what they like or dislike about an existing children’s toy and why.</li> <li>• Learn about skills developed through play and apply this knowledge in a survey of one or more children’s toys.</li> <li>• Identify the components of a steady hand game.</li> <li>• Design a steady hand game of their own according to their design criteria, using four different perspective drawings.</li> <li>• Create a secure base for their game, with neat edges, that relates to their design.</li> <li>• Make and test a functioning circuit and assemble it within a case.</li> </ul>	Master practical skills (Y1,2,3,4, 5) Design, make, evaluate and improve (Y1,2,3,4, 5) Take inspiration from design throughout history (Y1,2,3,4, 5) Torches (Year 4)
<b>Art and Design</b>	Develop ideas Master techniques	<p><b>Architecture</b></p> <ul style="list-style-type: none"> <li>• Sketch a house from first-hand or second-hand observation.</li> </ul>	Describe the work of notable artists, artisans and designers (EYFS, Y1, Y2, Y3, Y4, Y5)

	Take inspiration from the greats	<ul style="list-style-type: none"> <li>• Use basic shapes to place key features and form the composition, measuring to work out proportions.</li> <li>• Notice small details to incorporate into the drawing by observing.</li> <li>• Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture.</li> <li>• Follow steps to create a print with clear lines, with some smudging.</li> <li>• Purposefully evaluate their work, demonstrating what went well and what could be improved.</li> <li>• Create a building design based on a theme or set purpose.</li> <li>• Draw a plan view or front elevation of their building, annotating the key features.</li> <li>• Discuss Hundertwasser’s work and recognise his style.</li> <li>• Create a factual presentation about Hundertwasser in a visually pleasing way.</li> <li>• Show understanding of what a monument is for by designing a monument that symbolises a person or event.</li> <li>• Describe their monument and explain their choices.</li> <li>• Give constructive feedback to others about their monument designs.</li> </ul>	Fabric of Nature (Year 4)
<b>Religious Education</b>	<p>Understand beliefs and teachings</p> <p>Understand practices and lifestyles</p> <p>Understand how beliefs are conveyed</p> <p>Reflect</p> <p>Understand values</p>	<p><b>The life and teachings of Jesus</b></p> <ul style="list-style-type: none"> <li>• New Testament stories: life of Jesus and its meaning for Christians, Jesus in the Temple Jesus is baptised and tempted, Disciples and Sermon on the Mount, Miracles of Jesus Parables of Jesus</li> <li>• Transfiguration of Jesus Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?</li> </ul> <p><b>The death and resurrections of Jesus</b></p> <ul style="list-style-type: none"> <li>• New Testament stories: Jesus rides into Jerusalem (Palm Sunday), Jesus turning over the money changers’ tables in the Temple, Last Supper (Maundy Thursday), crucifixion &amp; idea of sacrifice (Good Friday), resurrection (Easter Sunday).</li> </ul>	<p>Understand beliefs and teachings (Y1,2,3,4, 5)</p> <p>Understand practices and lifestyles (Y1,2,3,4, 5)</p> <p>Understand how beliefs are conveyed (Y1,2,3,4, 5)</p> <p>Reflect (Y1,2,3,4, 5)</p> <p>Understand values(Y1,2,3,4, 5)</p>
<b>Languages</b>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p>	<b>Family</b>	<p>Spanish Phonics (Y3/4)</p> <p>Presenting myself (Y3/4)</p>

		<ul style="list-style-type: none"> <li>Remember the nouns for family members in Spanish from memory.</li> <li>Describe our own or a fictitious family in Spanish by name, age and relationship.</li> <li>Count up to 100 in Spanish.</li> <li>Understand possessive adjectives better in Spanish ('my' form only).</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>Remember the nouns for classroom objects in Spanish from memory.</li> <li>Describe our own or a fictitious family in Spanish by name, age and relationship.</li> <li>Count up to 100 in Spanish.</li> <li>Understand possessive adjectives better in Spanish ('my' form only).</li> </ul>	
<b>Physical Education</b>	Develop practical skills in order to participate, compete and lead a healthy lifestyle	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Swimming</li> <li>Athletics</li> <li>Outdoor and Adventurous</li> </ul>	Gymnastics (Y3/4) Net and Wall (Y3/4) Invasion Games (Y3/4)
<b>Computing</b>	Code Collect Communicate Connect	<p><b>Data handling 2: Big Data 2</b></p> <ul style="list-style-type: none"> <li>Recognise that data can become corrupted within a network and that data sent in packets is more robust, as well as identify the need to update devices and software.</li> <li>Recognise differences between mobile data and WiFi and use a spreadsheet to compare and identify high-use data activities and low-use data activities.</li> </ul>	Code (Y1,2,3,4, 5) Collect (Y1,2,3,4, 5) Communicate (Y1,2,3,4, 5) Connect (Y1,2,3,4, 5)

		<ul style="list-style-type: none"> <li>• Make links between the Internet of Things and Big Data and give a basic example of how data analysis/analytics can lead to improvement in town planning.</li> <li>• Explain ways that Big Data or IoT principles could be used to solve a problem or improve efficiency within the school and prepare a presentation about their idea, considering the privacy of some data.</li> <li>• Present their ideas about how Big Data/IoT can improve the school and provide feedback to others on their presentations.</li> </ul> <p><b>Programming: Into Python</b></p> <ul style="list-style-type: none"> <li>• Iterate ideas, testing and changing throughout the lesson and explain what their program does.</li> <li>• Use nested loops in their designs, explaining why they need two repeats.</li> <li>• Alter the house drawing using Python commands; use comments to show a level of understanding around what their code does.</li> <li>• Use loops in Python and explain what the parts of a loop do.</li> <li>• Recognise that computers can choose random numbers; decompose the program into an algorithm and modify a program to personalise it.</li> </ul>	
<b>Music</b>	<p>To perform.          To compose.          To transcribe.          To describe.</p>	<p><b>Dynamic, Pitch and Texture</b></p> <ul style="list-style-type: none"> <li>• Engage in discussion about the sounds of an orchestral piece.</li> <li>• Have a selection of varied vocabulary in response to what they hear.</li> <li>• Change dynamics and pitch, differentiating between the two.</li> <li>• Take the role of conductor or follow a conductor.</li> <li>• Change texture within their group improvisation and talk about its effect.</li> <li>• Create a graphic score to represent sounds.</li> <li>• Follow the conductor to show changes in pitch, dynamics and texture.</li> </ul>	<p>To perform (Year 1, 2, 3, 4).          To compose (Year 1, 2, 3, 4).          To transcribe (Year 1, 2, 3, 4).          To describe (Year 1, 2, 3, 4).</p> <p>Ukulele (Year 3 and 4)</p>

<p><b>Maths</b></p>	<p>Know and Use Numbers Add and subtract Multiply and divide Use fractions</p>	<ul style="list-style-type: none"> <li>• Fractions, Decimals and Percentages</li> <li>• Statistics</li> <li>• Geometry</li> <li>• Multiplication, Division, Addition and Subtraction</li> </ul> <p><b>Leaver's Song</b></p> <ul style="list-style-type: none"> <li>• Identify and evaluate the musical features of a song.</li> <li>• Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.</li> <li>• Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</li> <li>• Fit an existing melody over a four-chord backing track.</li> <li>• Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</li> <li>• Record melodies using letter notation.</li> <li>• Perform the leavers' song with confidence.</li> </ul>	<p>Know and Use Numbers (Y3/4/5) Add and subtract (Y3/4/5) Multiply and divide (Y3/4/5) Use fractions (Y3/4/5)</p>
<p><b>English</b></p>	<p>Understand texts Transcribe Compose Analyse Present</p>	<p>The following Write Stuff units. For more information regarding The Write Stuff Approach click <a href="#">here</a>:</p> <ul style="list-style-type: none"> <li>• Fiction: The Nowhere Emporium</li> <li>• Non-fiction: The Origin of the Species</li> <li>• Non-fiction: Pet Peeves</li> <li>• Poetry: Highway Man</li> </ul>	<p>Understand texts (Y1,2,3,4) Transcribe (Y1,2,3,4) Compose (Y1,2,3,4) Analyse (Y1,2,3,4) Present (Y1,2,3,4)</p>

<p><b>PSHE</b></p>	<p>Changing Bodies</p> <p>Being a Good Citizen</p>	<p><b>One World (Year 6)</b></p> <p>This unit is based on the concept that we all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable the children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming. In this unit, children also learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.</p> <p><b>Tween Safety Unit</b></p>	<p>Changing bodies (Y1,2,3,4,5)</p> <p>Being a Good Citizen (Y1,2,3,4,5)</p>
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