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| **Year – 4** | **Europe – Our Neighbours on the Continent**  | **Autumn 1** |
| **ROOTS Link**: Respect all | **Whole School Project**: | **Ignites, Trips, Visits & Visitors**: * **VR Experience**  Trip to Rome and Greece
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| **Vision**: In the topic ‘Europe – Our Neighbours’ we will learn the key skills of map reading and learn about topographical features of Europe and the wider world. We will compare different countries to our own and learn about how the weather and local environment impacts the local culture. | **Key Texts**: **Boy Giant by Michael Morpurgo** *The text follows the story of Said who leaves Afghanistan following war to reach Europe. The book explores the differences of culture through the retelling of Gulliver’s travels through modern eyes.*  |
| **History/ Geography** |
| **NC Links** | **Knowledge** | **Skills** |
| * KS2: locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
* KS2 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country
 | * Explain what a the following terms mean biomes, climate zone and vegetation zone
* That Europe has 4 different biomes Nordic, oceanic, Continental and Mediterranean
* Describe key human and physical characteristics, key topographical features and land-use patterns of different European countries.
* Use an atlas to locate the countries of Europe (including Russia). Specifically, Russia, Germany, Italy and Turkey
* Locate and identify the capital city of Russia, Germany, Italy and Turkey
 | * Conduct a study comparing and describe the geographical similarities and differences between a region of the United Kingdom, a region in a European country e.g.
* Climate
* Population
* Location
* Vegetation
* Type of settlements
* Employment
* Use resources to identify physical and human features of different countries.
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| **English** |  |
| **Writing Focus (weeks 1-3)** Advert to European destination **Purpose and Audience:** To persuade and encourage the reader**Cold Write**: Advert to beach destination using images and own experiences**WAGOLL**: Advert to the city of Paris**Hot Write**: Advert to destination of choice discussed in topic (e.g. Athens/Rome)**Writing Focus (weeks 4-7)** Balanced argument**Purpose and Audience:** To present a reasoned and balanced overview of an issue; with two or more different views including elaborations, evidence and/or examples.**Cold Write**: Write a balanced argument about whether flying should be banned? **WAGOLL**: Are people from Blufescu bad? **Hot Write**: Should Said be able to stay in the UK?  | **Short Bursts**: Weeks 1-3:* A postcard home from holiday destination (to revise proper noun use)
* Setting description (to revise adjective use)
* Guide food from Greece (to revise expanded noun phrases use)

Weeks 4-7:* Diary entry as character (to show understanding of story)
* Setting description (to focus on fronted adverbials)
* Report about Blufescu and neighbouring island (concise sentences in standard English)
* Poem (exploring islands geography in descriptive phrases)
* Character profile (to explore use of ordering sentences into a particular structure)
 | Wellbeing @ Fine Motor |
| **NC Links** | **Knowledge (Grammar)** | **Skills (Punctuation, Composition)** |  |
| **Reading:** * listening to and discussing a wide range of fiction & poetry,

**GPS:*** place the possessive apostrophe accurately in words with regular plurals (e.g. Blufescu’s harbour)
* indicate possession by using the possessive apostrophe with plural nouns
* use commas after fronted adverbials

**Plan and Draft:*** discuss writing similar to that which they are planning to write to understand and learn from its structure, vocabulary and grammar.

**Evaluate and edit**:* proof-read for spelling and punctuation errors
 | * Have a grasp of the following terms: verb, adjective, adverb, noun (proper and common) preposition.
* To understand how moving words in a sentence can change the impact and/or sentence type. For example, starting with a (interrogative words)
* Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (suitable for both balanced arguments and adverts)
* Use the present perfect form of verbs in contrast to the past tense (e.g. *Blufescu is an island where…Rome is a city famous for…*)
 | **Advert:*** Address them directly (This is the destination for you)
* Adopt a friendly and informal tone
* Use memorable or alliterative slogans (Awesome Athens)
* Appeal to the reader (Everyone knows that ...)
* Use simple present tense
* Use logical connectives i.e. (Therefore…)
* Use rhetorical questions
* Use positive language

**Balanced argument:*** Questions often make good titles.
* Explain why you are debating the issue.
* Make sure you show both/all sides
* Support each viewpoint with evidence
* If you opt to support one particular view in the conclusion, give reasons for your decision.
* Uses connectives (therefore, however)
* Use simple, present tense
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| **Speaking & Listening** |
| **Speaking & Listening** | **Debating** |
| Listen to information, work out which elements are key and make relevant, related comments*Take part in discussions regarding destinations in Europe and the predicament that the main character in Boy Giant finds himself in. Children should have a firm grasp of the theme/topic and be able to express reasons why they think something. E.g. ‘It is a nice city because it has lots of history but people who want to relax may not want to go there…’)** Infer meanings, reasons and make predictions

*Talk about what might happen next to Omar in the story. Will he make it UK?** Able to discuss cause and effect

*E.g. Rome is full of history so people might enjoy the museums. Omar is big so the people on the island think he is related to Gulliver* | * Able to take on group roles to discuss with peers
* Able to identify and reflect on key points of what they have just been told
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| **Spelling & Phonics** |
| **NC Links** | **Knowledge** | **Skills** |
| * place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals (Rome’s…)
* use further prefixes and suffixes and understand how to add them (‘unfair that Omar..)
 | Know spellings with following rules:* Contractions
* Suffixes (ing/ed/est)
* Suffixes with /ly/
* Words containing /ou/
* Words containing /ation/
* Words containing soft /c/ (science/scene)
 | * Be able to change the meaning of a word by altering its prefoix and siffic.
* Be able to add an apostrophe to words to show possession.
* Contract and expand words
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| **Handwriting** |
| **NC Links** | **Knowledge** | **Skills** |
| use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | * Letters are joined using cursive style. Capitals are never joined.
* Know which letters belong to which family
* Know upper and lower case and knows that capitals (are not joined)
 | * Pencil is held in a controlled manner and child can write for extended period of time. Most letters appear on the line
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| **Science- Sound** |
| **Enquiry Questions**: How does sound travel?How are sounds made?Why are some sounds louder?How do you stop sound travelling?Can you see or feel sound? |   | **Key Vocabulary**: * Vibration – objects or molecules in air move quickly backwards and forwards
* Sound wave – The direction of energy from the source of vibration
* Vacuum – A space devoid of matter
* Amplitude – the volume of a sound based on energy input
* Pitch – how high or low a sound is
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| **NC Links** | **Knowledge** | **Skills** |
| **Work scientifically by**:* ask relevant questions
* set up simple practical enquiries
* recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
* use results to draw simple conclusions, make predictions
* using straightforward scientific evidence to answer questions or to support their findings

**Sound:*** recognise that sounds get fainter as the distance from the sound source increases
* find patterns between the volume of a sound and the strength of the vibrations
* recognise that vibrations from sounds travel through a medium to the ear
* identify how sounds are made, associating some of them with something vibrating
 | *Children will explore how sounds are made, how they can make sounds louder and quitter and explore vibrations through using water and/or polystyrene to see molecules ‘move’.* OL: Can I identify how sounds are made and find sources of sounds?OL: can I identify how vibrations make sound?OL: Can I change the pitch of a sound?OL: Can I alter the amplitude of a sound?OL: Can I demonstrate that some materials allow soundwaves to travel more easily than others?STEM links:* Make a devise to stop sound proofing an alarm clock as a challenge using different materials) so people can sleep on flights or when travelling (topic link)
 | * To ask simple questions and recognise that they can be answered in different ways.
* To observe closely, using equipment such as rulers, thermometers etc.
* To perform simple tests and recommend adjustments that can be made
* Ask relevant questions using different methods of scientific enquiry
* Make suitable predictions
* Make observations and explain how materials have changed
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| **Music – The Nutcracker (linked to topic of travel in Europe)** |
| **Termly Focus**: Tchaikovsky’s ‘The Nutcracker’**Instrument:** Tooty Flutes  | **Key Vocabulary**:  |  percussion, tuned, un-tuned, structure, texture, timbre, pace (tempo), dynamics, pitch, score, duration, melody, rhythm, syncopation, scale, drone, pentatonic, ostinato, phrase. |
| **NC Links** | **Knowledge** | **Skills** |
| *Pupils should be taught to* Pupils should be taught to:* play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* improvise and compose music for a range of purposes using the inter-related dimensions of music
* listen with attention to detail and recall sounds with increasing aural memory
* use and understand staff and other musical notations
 | * Understand the 1, 2, 3, 4 count.
* Understand the notion of repetition.
* Be confident at using terminology:
	+ Section
	+ Bar
	+ Melody
	+ Repeat
	+ Bar
	+ Count
	+ pulse
 | * Develop an understanding of the history of music
* Know how to listen with attention to detail and recall sounds and rhythmic patterns
* Listen with attention to detail and recall sounds with increasing aural memory
* Listen with attention to detail and recall sounds with increasing aural memory
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| **Computing – Computing systems and networks**  |
| **NC Links** | **Knowledge** | **Skills** |
| ●Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts●Use sequence, selection, and repetition in programs; work with variables and various forms of input and output●Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs●Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | * To describe how networks physically connect to other networks
* To recognise how networked devices make up the internet
* To outline how websites can be shared via the World Wide Web

  | * I can describe the internet as a network of networks
* I can demonstrate how information is shared across the internet
* I can discuss why a network needs protecting
* I can describe the different networked devices and how they connect
* I can explain how the internet allows us to view the World Wide Web
* I can recognise that the World Wide Web is the part of the internet that contains websites and web pages
* I can describe where websites are stored when uploaded to the WWW
* I can explain why I need to think carefully before I share or reshare content
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| **RE – Buddhism** |
| **NC Links** | **Knowledge** | **Skills** |
| See RE guidance non-statutory 2010 | * OL: Can I explain the term enlightenment?
* OL: Can I explain the celebration of Vesak?
* OL: Can I explain the importance of the ‘Ploughing Festival’?
* OL: I can explain how Buddhists seek happiness in the world around them?
* OL: Can I explain the festival of Loy Krathong?
 | * I am able to express my opinion on what makes people happy and sad
* I am able to explain who Siddhartha is and what he did to make people happy
* I can show an understanding of what being happy means to Buddhists
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| P**SHE – All About Me** |
| **NC Links** | **Knowledge** | **Skills** |
| See non-statutory guidance NC | **Focus:*** know my attitudes and actions make a difference to the class team
* know how to use my Jigsaw Journal
* know how good it feels to be included in a group and understand how it feels to be excluded try to make people feel welcome and valued

**Vocabulary:**Included Excluded Welcome Valued Team Charter | OL: Can I understand what is special about me?OL: Can I understand how we all contribute to being a school community?OL: Can I understand how democracy works through the school council?OL: Can I understand that I have rights as a child? OL: Can I understand how groups come together to make decisions?   |

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| **Art – Colour**  |
| **NC Links** | **Knowledge** | **Skills** |
| * KS2 - use sketchbooks to review and revisit ideas
* KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials
* KS2 - to improve their mastery of art and design techniques, including painting with a range of materials
* KS2 - about great artists in history
 | **Artist:**Wasily Kandinsky **Focus:**As part of the art unit the children will explore the works of Kandinsky and his use of colour and shape in his works. They will create original pieces that are influenced by studies of others. | * Make the colours shown on a commercial colour chart. Understand tertiary colours.
* Work with one colour against a variety of backgrounds.
* Question suitable equipment for the task e.g. size of paintbrush or paper needed.
* Use colour to reflect mood
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| **PE – Dance (Cold Places) and Games (hockey)** |
| **NC Links** | **Knowledge** | **Skills** |
| **Dance:*** perform dances using a range of movement patterns

**Games (hockey)*** use running, jumping, throwing and catching in isolation and in combination.
* play competitive games, modified where appropriate [for example, badminton,
* basketball, cricket, football, hockey, netball, rounders and tennis
 | **Dance:**Create and perform a dance individually, with a partner or a small group, based on the idea of ‘cold places’. Children to use changes in speed, strength, level, direction and space in their dance.To understand the concepts:* + Pace
	+ Perform
	+ Pattern
	+ Symmetry
	+ Repetition

**Games:**To understand the importance of movement when not in possession of a ball. To be able to demonstrate control of a stick and/or ball. Understand the concepts:* + Pass
	+ Dribble
	+ -shoot/aim
 | **Dance:**OL: Can I create and perform short movement phrases showing clear positions of stillness, stepping patterns and interweaving pathways?OL: Can I Create and perform short movement phrases to include snowflake shapes and penguin actions? (x2 lessons)OL: Can I refine movements and suggest improvements to a dance routine? (x3 lessons)**Games (hockey unless stated)**OL: Am I accurate and have control when dribbling and passing in small-sided competitive games (football)OL: Can I demonstrate control when dribbling?OL: Can I pass with accuracy?OL: Can I dribble and pass with accuracy in a small sided game? |

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| **Maths – Number and Place Value & Addition and Subtraction** |
| **NC Links** | **Knowledge** | **Skills** |
| Place Value* Round any numbers to 10, 100 and 1000
* Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
* Identify, represent and estimate numbers using different representations
* Solve number and practical problems that involve increasingly large positive numbers
* Order and compare numbers beyond 1,000

Addition and Subtraction* Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
* Estimate and use inverse operations to check answers to a calculation
* Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
 | Place Value:* Recap and revise: numbers to 1000, 100, 10 and 1’s, number lines to 1000, 1, 10, 100 more or less than a given number.
* Know the term positive and negative and recognise and read numbers to 1000
* Count in groups of (e.g. 6s)
* Should be able to read numbers to 100 in Roman numerals

Addition and Subtraction* Key vocabulary and terminology: Add Total Plus Sum More Altogether Difference Subtract Less Minus Take away Mentally, Orally Column Addition Column Subtraction Exchange Estimate Inverse operation
* Have a strategy using written or mental methods for addition and subtraction
 | Place Value:OL Can I order numbers using number line?OL: Can I convert Arabic numbers to Roman numerals and vice versa?OL: can I round numbers to 10, 100 and 1000?Addition and SubtractionOL: Can I use a written method to add and subtract?OL: Can I estimate the answer?OL: Can I check my answer using the inverse operation?OL: Can I exchange?OL: Can I find errors in my work? |