

# SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL

Year Group: 4 2020 - 2021  
SHAMBLEHURST PRIMARY SCHOOL

Active Learners	Basic Skills	Creative Learners
<ul style="list-style-type: none"> <li>● Seek out and enjoy challenges</li> <li>● Collaborate with others</li> <li>● To show commitment and perseverance</li> <li>● To assess themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>● To speak clearly and convey ideas</li> <li>● To read and communicate in writing efficiently and effectively</li> <li>● To calculate efficiently and apply skills to solve problems</li> <li>● To use new technologies confidently, purposefully and safely</li> </ul>	<ul style="list-style-type: none"> <li>● To ask questions to extend their thinking</li> <li>● To generate ideas and explore possibilities</li> <li>● To overcome barriers by trying out alternatives or new solutions</li> <li>● To connect ideas and experiences in inventive ways</li> </ul>

Concepts	Beauty	Diversity	Value	Freedom
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Enquiry Question
<p><b>How differently do people see the world?</b></p>

# Mind-map

## Global Neighbour

explore 'big questions' about suffering, inequality and justice with reference to particular global issues

how their lives are connected with people and places across the globe and the effects of local actions on the wider world

investigate the causes and impacts of the situation around which they are taking action and explain how it is preventing people from living a full life

make decisions about how to take action, having explored possible responses which go beyond a sense of compassion to a concern for justice

actively participate in planning and taking action against poverty and for a more just and sustainable world – and be able to explain why this action is important

## English:

Key focus on:

**Pupil Prime Minister - creating a manifesto - A Year 4 view of the world.**

**Poetry - The voice of Benjamin Zephaniah and Michael Rosen**

**Secret Garden (Heritage Text, Class read and Book Study) - How different do the characters view the world?**

Identify the purpose and form of their writing

Use Paragraphs to organise their writing

Writing is cohesive and ideas are connected through the use of nouns,

adjectives and verbs.

Use of language in narrative and non narrative writing is expanded and precise range of vocabulary.

## Music - linked with Science & sound

Study rhythm, pace and tempo.

Create own musical instruments.

Improvise and compose music for a range of purposes using the inter-related dimensions of music

## Art

Study the art of Kandinsky and David Hockney, Georgia O'Keeffe

Explore how colour can convey expression.

Use different materials to create different textures and shapes.

Exploring and evaluating artist and draw comparisons

Work as a group to create a group collage

## Maths

Use of geometry to explore the creation of abstract art relating it to the study of Kadinsky.

2d Shape

Different types of triangles

Different Angles (Acute, right angle and obtuse)

<p>Key Learning From main trunks – use Skills and Progression documents to inform planning.            What will the children learn?</p>	<p>How?            What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes            What will the learning look like?            How will the learning be recorded?</p>
<p>To know and understand artists and their different styles of creating art.</p> <p>Understand what is meant by abstract art.</p> <p>To understand how to create different colours and tone in art - media Paint.</p>	<p>Children will study the work of Kandinsky. They will evaluate ideas and methods he used.            Children will formulate opinions on which piece is their favourite and why. What do they think he is trying to convey?</p> <p>Recap colours (Primary and Secondary) how these are made including the use of black and white for tone.</p>	<p>Children will have looked at a range of art work by Kandinsky and be able to discuss their opinions (likes/dislikes) on his use of shape and colour.</p> <p><a href="https://www.twinkl.co.uk/resource/cfe-t-2548445-cfe-early-looking-at-art-kandinsky-activity-sheet">https://www.twinkl.co.uk/resource/cfe-t-2548445-cfe-early-looking-at-art-kandinsky-activity-sheet</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-kandinsky-schaukeln/zv7g7nb">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-kandinsky-schaukeln/zv7g7nb</a></p> <p><a href="https://art-educ4kids.weebly.com/kandinsky-inspirations.html">https://art-educ4kids.weebly.com/kandinsky-inspirations.html</a></p> <p>Children will create colour wheels which show secondary colours and tones.</p>

Know how to create different shapes, shades, textures, patterns with a range of different implements.

Through Maths Lessons children will look at the different 2D shapes that have been used within Kandinsky's artwork.

Can the children identify the following 2D shapes?

Different types of triangle, different angles, different quadrilaterals etc.

Parallel and Perpendicular lines



<https://www.twinkl.co.uk/resource/t-ad-130-all-about-kandinsky-powerpoint>

Children will create their own individual piece of abstract artwork inspired by Kandinsky. These will be combined to create a year group piece.





Discuss with the children what a collage is. Using examples of group collages. Explain that this is what

To create collage.

To create printing blocks using own ideas influenced by the work of Kandinsky.

will be created - use different examples and discuss how we can achieve this as class.



Children will learn about relief printing and use this technique to create a class design based on the art of Kandinsky. They will use his shapes and lines as inspiration for their own print. Using ideas from maths to also inform their ideas.

<https://www.youtube.com/watch?v=eCjQXse8eB0>

Children will use acrylic paint as their media. They will learn how to apply this liberally for an effective print.

Children will look at a variety of works by David Hockney and Georgia O'Keefe they will evaluate the

Year 4 to create a Year group collage using their prints inspired by Kandinsky.

Children will evaluate their work and that of others in their project book explaining which pieces of art inspired them and why they made the decisions they did.

i.e



I chose this design because ....

I drew the lines in this way after looking at ....

I really liked the way I ...

This design would have been even better if ...

Study the art of David Hockney, Georgia O'Keeffe

Explore how colour can convey expression.

Use different materials to create different textures and shapes.

Exploring and evaluating artist and draw comparisons

Create landscapes to reflect the way they see the world. What is the beauty that they see.

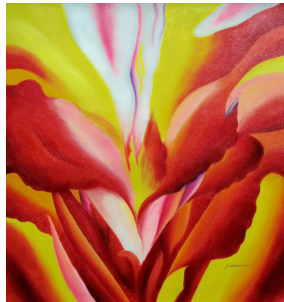
artwork based on their own opinions and responses. What do they like? - Why?

<https://www.tate.org.uk/kids/explore/who-is/who-georgia-okeeffe>

<https://www.twinkl.co.uk/resource/t2-a-205-georgia-okeeffe-activity-pack>

What would they use in their own artwork from this drawing/painting?

<https://ourjourneywestward.com/abstract-art-and-living-math/>



**Can I identify what a landscape is?**

Children will learn to explore how to create perspective - using foreground and background. They will look at images from the different artist chosen. [bbc.co.uk/bitesize/clips/zdsb9j6](http://bbc.co.uk/bitesize/clips/zdsb9j6)

Create their own piece of artwork inspired by O'keeffe and David Hockney, taking inspiration from both artists and making choices about colours, style, shape and patterns to express how they see their world.

<https://www.tate.org.uk/kids/explore/who-is/who-georgia-okeeffe>

Children will have pencil drawings of their favourite landscape.



	<p>Children to talk with their partners about what a landscape it – share ideas.</p> <p>Look at the work of famous artists of landscapes. What are their characteristic styles? What is different, what is similar? Which do they like the most and why?</p> <p>Children to use ipads to look up some of their favourite places they like to visit i.e beach, park, river etc. Children in their sketchbooks to practice drawing features in the landscape.</p> <p><b><u>Can I use tone and shade effectively?</u></b></p> <p><a href="https://www.youtube.com/watch?v=qNawqTqUrPO">https://www.youtube.com/watch?v=qNawqTqUrPO</a></p> <p>Show children examples of how to use tone in our drawing to show depth and shadow.</p> <p>Children to create a value scale in their books. Model to the children how to shade a variety of 3D shapes to create tone.</p> <p>Then they can shade different objects (i.e Trees) using different tone on the sides. Encourage children to think carefully about how light travels and to envisage a source of light shining from one side of each shape.</p> <p><b><u>Can I use perspective in my drawing?</u></b></p> <p><a href="http://www.bbc.co.uk/education/clips/zvq6sbk">http://www.bbc.co.uk/education/clips/zvq6sbk</a></p>	<p>Children will be able to create a smooth transition of shades in their tone scales.</p> <p>Children shade the 3D shapes in correctly according to light distribution.</p> <p>Children to make the items furthest away, the smallest in their drawing.</p>
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Show children how perspective works in a picture. Discuss horizon line, and vanishing point in every picture.

[http://www.tgfl.org.uk/tgfl/custom/resourcesftp/netmedia/ll/ks1/art/exploring\\_perspective/index.htm](http://www.tgfl.org.uk/tgfl/custom/resourcesftp/netmedia/ll/ks1/art/exploring_perspective/index.htm) As a class play online perspective game, discussing each item and the position it should be in on the picture.

Children to create a perspective picture of the school's driveway in their sketchbooks using the picture provided.

Show children the example of perspective drawing techniques with vanishing point and horizon line.

Can I draw in the style of another artist?

Children will learn to draw in the style of Georgia O'Keefe following the different steps

<https://www.happyfamilyart.com/art-lessons/art-history-for-kids/georgia-okeeffe-art-history-lesson-for-kids/>

Children to verbally give feedback with each other. What do they like? What would they change?

Children to produce landscapes involving color and shading in their sketch books.



	<p><b><u>LO: Explore David Hockney's life and work</u></b></p> <p>Main: Explain to the chn that this term we will be studying landscape paintings, eventually producing our own. Our key focus will be use of colour and texture to produce an aesthetically pleasing landscape.</p> <p>Introduce David Hockney and give the children a short bio of his life. Explain that David Hockney produced a variety of work using various subjects and mediums (e.g. portraits, landscapes, seascapes, digital art), but that we will be focussing on his landscapes.</p> <p>Show the children examples of his canon of work, and encourage comments on content, technique, medium, colours, feelings produced, possible <i>artist intentions etc.</i></p> <p><b><u>LO: observe an artist's work closely and accurately recreate a section</u></b></p> <p>Main: remind the chn of what we know about David Hockney already. Explain that today we will be focussing on his use of colour and texture in more depth, looking specifically at his landscapes. Load them up on the ppt and ask chn to explain to their partner how they think he went about creating each of them. What medium did he use? How did he create the colours? What kinds of colours does he use? Does he use a range of colours? What about texture (e.g. does he draw each leaf in a tree or each stone on a path).</p> <p>Encourage the chn to realise that he uses a spectrum of one colour (often unusual/contrasting colours – refer to colour wheel and opposite colours) and uses brushstrokes to create the illusion of detail (e.g. leaves). Show chn a colour</p>	<p><b>Chn can:</b></p> <ul style="list-style-type: none"> <li>- Cite who David Hockney is and recall key facts about his life</li> <li>- Critique his work commenting on use of colour and texture</li> </ul> <p>Understand the variety of subjects and mediums associated with David Hockney in his lifetime.</p> <p><b>Chn can:</b></p> <ul style="list-style-type: none"> <li>- Observe landscape paintings accurately and discuss technique and use of colour and texture</li> <li>- Work carefully to accurately reproduce part of a landscape</li> </ul> <p>Evaluate their own work and other people's</p>
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	<p>wheel and discuss how Hockney will use contrasting (opposite colours) for different elements of his landscapes, but complementary (neighbouring) colours to build up texture for each element.</p> <p>Independent: Chn given a segment of one of his landscapes each to stick into their sketchbooks. They then have to observe it accurately and recreate it as closely as they can. Encourage chn to take time mixing the right colours and using a range of colours. Also encourage them to observe how he has created certain effects (e.g. paths, logs, bushes, fields)</p> <p>Plenary: Chn to group themselves based on who has another part of the picture as them. They then look at each other's work and verbally discuss/evaluate their efforts. What was easier? What was more challenging? Did they find any useful techniques that helped them?</p> <p><b>LO: Practise implementing David Hockney's style into our own work</b></p> <p>Starter: Challenge chn to make as many shades of one colour as they can in their sketchbooks (be careful with chn wasting paint). As well as adding white or black, how else could they subtly change the colour? Assign one colour per table so that they can share that paint.</p> <p>Main: Tell chn that today they will have another opportunity to practise painting landscapes in the style of David Hockney. This time, they will be applying it to their own work, rather than copying exactly a part of his landscape. Recap that Hockney uses unusual and contrasting colours for</p>	<p><b>Chn can:</b></p> <ul style="list-style-type: none"> <li>- Apply Hockney's techniques to their own work</li> </ul> <p>Evaluate work produced in the classroom</p>
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	<p>effect, as well as a spectrum of one colour to create depth and texture.</p> <p>Independent: Chn to either go outside (weather permitting) in groups and choose an area of the gardens to reproduce in their sketchbooks, or take photos which can then be displayed in the classroom. They choose a small area to focus on and try to recreate it in their sketchbooks using Hockney's techniques that they have practised previously.</p> <p>Plenary: Art gallery – chn to leave their sketchbooks open and split them in half. One half walks around to look at the others' work, whilst they stay at their desks to explain what they have done and answer any questions, Then swap.</p> <p><b>LO: Draw the outline of a landscape, focusing on perspective</b></p> <p>Starter: Show chn a range of actual landscape photographs on the IWB and discuss as a class how we could Hockney/OKeefe to inform them. them – what would he/she do if he/she was painting that particular scene? Chn to choose the photograph they would like to reproduce for their final piece.</p> <p>Main: Explain that today we will be sketching the outline of their final landscape picture. Recap techniques of sketching – it is an outline, and does not have to include all the fine details – they will be achieved when painting. Model the idea of sketching lightly so that it is easier to modify. Also encourage chn to fill the whole page and have an idea of scale, size and perspective (link to work on perspective cards).</p>	<p><b>Chn can:</b></p> <p>Sketch an outline of a landscape that includes perspective, size and scale</p>
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	<p>Independent: Chn to sketch their chosen landscape on A4 card, using the skills they have been taught in the session.</p> <p>Plenary: Hockney or O'keefe or not? Show chn a few pictures of landscapes and chn must discuss and decide whether they think they are produced by Hockney O'keefe or not, and why.</p> <p><b>LO: Add colour to their landscape in the style of David Hockney or Georgia O'Keefe</b></p> <p>Starter: Chn to work with a partner (lolly sticks) to talk through which colours they are thinking of using in their work. Allow their partner to advise them. Have a colour wheel displayed so they can see contrasting and complementary colours.</p> <p>Main: Tell the chn that today we will be adding colour to their outlines. Model the process of starting by painting blocks of the base colour and then going back with variants of that colour and adding texture and depth. The chn can use a dry brush or other tools (e.g. toothpicks, spoons) to add texture to their piece if they wish.</p> <p>Independent: Chn to start painting their landscape by first painting block colours, and then going back to add a variety of that colour and use tools to add texture and detail. Encourage chn to take their time.</p> <p><b>LO: Evaluate how effectively we have reproduced an artist's style in our own work</b></p> <p>Starter: Chn to brainstorm as a class key words that they would now associate with David Hockney and Georgia O' Keefe as an artist.</p>	<p>Chn can:</p> <ul style="list-style-type: none"> <li>- Use colour in the style of David Hockney or Georgia O'Keefe focusing on creating texture and using a range of one colour</li> </ul> <p>Chn can:</p> <ul style="list-style-type: none"> <li>- Reflect on and evaluate their own and others' work</li> </ul> <p>Create a class success criteria</p>
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Main: Explain that we will be critiquing our work and other people's work in the session today. In order to evaluate our own work, we will be coming up with a list of success criteria as a class (e.g. use of colour, skill of sketching, perspective, texture etc).

Independent: Chn then draw a dartboard in their sketchbooks with 5 concentric circles. The innermost circle is worth 5, moving out to the outer ring which is worth 1. Children then write each of the success criteria in a ring, depending on how well they think they achieved it (5 being the best – a bulls eye!). Chn can underneath write a few sentences on how they think their work went. Encourage them to talk about the whole process (including work in the sketchbooks), as well as the success of their final piece.

Plenary: Chn to stick in an A4 photograph of their landscape. They will then be given a chance to go around and comment on other children's work using arrow post-it notes. Encourage positive/constructive comments, and try to get chn to comment on a range of work, not just their friends

<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?</p>	<p>How? What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes What will the learning look like? How will the learning be recorded?</p>
<p>Children will explore the concepts of rhythm, pace and tempo and understand what they mean.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</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 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 phenomena.</p>	<p>Children will listen to different excerpts of music and discuss which instruments they think have made this sound. <a href="https://www.youtube.com/watch?v=2xDnxkzQtdI">https://www.youtube.com/watch?v=2xDnxkzQtdI</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zqtxpv4">https://www.bbc.co.uk/bitesize/clips/zqtxpv4</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z9h6n39">https://www.bbc.co.uk/bitesize/clips/z9h6n39</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zr7w2hv">https://www.bbc.co.uk/bitesize/clips/zr7w2hv</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z47w2hv">https://www.bbc.co.uk/bitesize/clips/z47w2hv</a></p> <p><a href="https://musiclab.chromeexperiments.com/Kandinsky/">https://musiclab.chromeexperiments.com/Kandinsky/</a></p> <p>Children will experiment with different percussive instruments to explore sound and how distance can affect what we hear and the volume of it.</p> <p>Children will look at the structure of the ear and which parts allow us to hear sound.</p>	<p>Children will carry out an investigation and use different materials to create sound and try to match these to the sounds they have heard.</p> <p>Children will create their own musical instruments from a variety of materials and then use these to create rhythms.</p>



<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?</p>	<p>How? What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes What will the learning look like? How will the learning be recorded?</p>
<p>To identify different shapes and learn the names that go with those shapes (including the different types of triangles and quadrilaterals).</p> <p>Identify regular and irregular polygons describing their properties with precise language</p> <p>Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.</p> <p>To identify different types of angles and understand that an angle is created when two lines meet. (Discuss the language obtuse and acute).</p> <p>Children identify and find horizontal and vertical lines in a range of contexts. They identify horizontal and vertical lines of symmetry in shapes and symbols.</p>	<p>Children will explore different shapes and be given the opportunity to revise the shapes they are familiar with and then continue to name those they don't know.</p> <p>Discuss the different properties of shapes and apply appropriate vocabulary and then use to support the planning of their artwork.</p> <p>Practice drawing different lines of symmetry onto a variety of shapes, to develop their understanding that some shapes have more/less lines of symmetry.</p> <p>Discuss and identify different angles and lines within Kandinsky's work and how these have been used to create a unique style and meaning.</p>	<p>In project books have a chart showing the different shape, their names and properties that children can then choose from to create their own artwork.</p> <p>Have a sheet of shapes in their books where children have experimented with creating lines of symmetry and use mirrors to explore this.</p> <p>Children to evaluate their own artwork and label it with the correct mathematical language, discussing how they have used shape to create their piece as inspired by Kandinsky.</p>

Key Learning From main trunks – Global Neighbours What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<ul style="list-style-type: none"> <li>Engage with voices and stories that aid understanding of poverty and injustice, not least from people and communities directly affected by poverty and injustice</li> <li>Reflect upon their own behaviour, values and attitudes surrounding issues of injustice and exploitation of the natural world, and consider changes they may make as a result</li> <li>Make decisions about how to take action, having explored possible responses which go beyond a sense of compassion to a concern for justice</li> <li>Begin to communicate their concerns and ideas in relation to issues of poverty, injustice and exploitation of the natural world with decision-makers at local, national or global levels</li> </ul>	<p>Children will choose issues that they think are important and include them in a manifesto they will write in English.</p> <p>They will need to consider what issues they know of locally and if these connect to a wider global issue and explore this connection.</p>	<p>A spoken manifesto that will be produced within a group, persuading people to support the changes they want to make.</p> <p>Children will be given the opportunity to debate local and global issues and discuss both how they are affected by decisions made by others and how the choices they make can affect those around them.</p> <p><a href="https://www.youtube.com/watch?v=Metibfu0qr8">https://www.youtube.com/watch?v=Metibfu0qr8</a></p> <p><b>HOME</b></p> <ul style="list-style-type: none"> <li>Help every child have a happy home</li> <li>Help parents and children to be friends and spend time together</li> <li>Promote healthy eating for children at home and healthy school lunches for everyone. Help adults understand they need to have healthy eating habits so their children learn too.</li> <li>Help every child to have a private space at home</li> <li>Make sure every child has a loving and safe home</li> <li>Help parents be more understanding of their children</li> <li>Help adults understand children need cuddles</li> <li>Encourage adults to play with children</li> <li>Help make sure children have free time to do their own thing</li> <li>Help make every home warm and safe with double glazing, good heating and smoke alarms</li> <li>Make sure no child lives in a home where their parents get drunk or come home drunk</li> <li>Make sure every family has enough money to live / pay their bills</li> <li>Make sure every child has a bed to themselves</li> <li>Help children to have a pet if they want and learn to look after it</li> <li>Make sure no child is homeless.</li> </ul>

## COMMUNITY

- Help make sure every child has friends
- Encourage children to re-cycle at home, at school and in the community
- Make play areas and parks more local, cleaner, and safer to play in
- Make it safer to walk to school – have lollypop men and women at crossings
- Help make communities safer for children
- Use CCTV to make communities safer
- Help neighbours get to know each other, including children
- Make drivers drive more safely
- Stop crime and vandalism in our communities
- Give children opportunities to do new things they haven't done before
- Make libraries friendly for every child
- Help get more sports facilities and centres in the community
- Help create more cycling lanes
- Make sure needles/syringes are picked up so children are safe
- Help stop drugs in communities
- Get more clubs in the community
- Help get more police in the community – make them friendly toward children
- Encourage every community to make their own energy and be more eco-friendly
- Better town centres in communities.

Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
<p>PSHE - (Focussing on RSE)</p> <p>Feelings Different Feelings Positive Relationships Respect</p> <p>Growing and Changing</p> <p>Growing and changing Positive relationships Puberty Relationships Education (formerly SRE or RSE) Body parts (including genitalia) Reproduction Body Changes Life Cycles National Curriculum Science - Relationships elements</p>	<p>Share words identified and classify as good or not so good feelings.</p> <p>Ask children to discuss in their groups, then write down all the reasons why the children in the picture might be friends:</p> <p>Sum up by acknowledging that each reply is saying, 'No' but in different ways and with very different effect on the person reading them, leading to very different consequences.</p> <p>Children to draw on all the parts of the body that men and women have <b>in common</b>, and all of the <b>differences</b>.</p>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>● Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>● Explain how different words can express the intensity of feelings.</li> <li>● Explain what we mean by a 'positive, healthy relationship';</li> <li>● Describe some of the qualities that they admire in others.</li> <li>● Recognise that there are times when they might need to say 'no' to a friend;</li> <li>● Describe appropriate assertive strategies for saying 'no' to a friend.</li> </ul> <ul style="list-style-type: none"> <li>● Identify parts of the body that males and females have in common and those that are different;</li> <li>● Know the correct terminology for their genitalia;</li> <li>● Understand and explain why puberty happens. Identify parts of the body that males and females have in</li> </ul>


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<p>Puberty is the process by which our bodies change from a child's to an adult's so that if they want to, they are able to have a baby.</p> <p>Explain that we are going to learn more about periods and how they can be managed.</p>		<p>common and those that are different; Know the key facts of the menstrual cycle;</p> <ul style="list-style-type: none"><li>• Understand that periods are a normal part of puberty for girls;</li><li>• Identify some of the ways to cope better with periods.</li></ul>
<p>RE</p> <p><b>Devotion – Hindu worship</b></p>	<p>Children to enquire into the concept of devotion, and to contextualise within the concept of Hindu worship.</p> <p>Children to communicate their own understanding of the concept of devotion.</p>	<p>Mindmap in small groups and display ideas (keep for reference).</p> <p>Children draw and label pictures and describe how they show devotion .</p> <p>Draw a shrine and label each part showing the different signs of devotion.</p> <p>Writing about how <i>devotion</i> is shown in the Hindu religion.</p>

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<p><b>Concept – Stones as symbol</b></p>	<p>Children to understand what is a symbol and how they are used in religious practise and writings.</p> <p>Children will understand how stones are used as religious symbols and their importance.</p> <p>They will respond appropriately to the use of stones and understand how stones are used as symbols in their own lives.</p>	<p>Describe how important it is to Hindus to show <i>devotion</i> in their worship.</p> <p>Children will be able to describe the meaning of a symbol and how they are used.</p> <p>Order a series of symbols from most to least important and justify their choices.</p> <p>Evaluate and describe their own responses to stones as symbols.</p>
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<p>History - Egyptians</p>	<p>Know about the Egyptians lived and where on the timeline this is Know about Tutankhamun and his significance within their history Know about the types of jobs they had and how children didn't go to school To have a chronological understanding of Ancient Egypt To know that there were three seasons in Ancient Egypt To understand the role each season plays in the production and harvest of food To understand the effect the actions of the River Nile had on Egypt To know the achievements of their civilisation To know and understand what life was like for the Egyptians.</p>	<p>Produce a Cartouche based on Egyptian designs made using clay.</p> <p>Make canopic jars out of clay, painted to look like authentic Egyptian designs. They will choose which head to put on their design.</p> 
<p>Science - Sound and Electricity</p>	<p>Identify common appliances that run on electricity. 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>Construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers.</p>


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	<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>	
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## English learning journey

<p><b><u>Year 4</u></b></p> <p><b><u>English learning journey</u></b></p> <p><b><u>Outcome:</u></b></p> <p><b>Task:</b> Persuasive speech/Manifesto</p> <p><b>Audience:</b> Local MP</p> <p><b>Purpose:</b> To make changes</p>	<p><b><u>Text drivers:</u></b></p> 	<p><b>Key writing objectives from NC:</b></p> <p><b>Spoken language</b></p> <ul style="list-style-type: none"><li>• Listen and respond appropriately to adults and their peers</li><li>• Speak audibly and fluently with an increasing command of Standard English.</li><li>• Gain, maintain and monitor the interest of the listener(s)</li><li>• select and use appropriate registers for effective communication.</li></ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"><li>• Place the possessive apostrophe accurately in words with regular plurals.</li><li>• Spell words which are often misspelt.</li><li>• Use further prefixes and suffixes and understand how to add them.</li><li>• Spell further homophones</li></ul> <p><b>Composition</b></p> <ul style="list-style-type: none"><li>• Use topic paragraphs with main ideas supported by subsequent sentences.</li><li>• Identify essential content and where the writer needs to to linger/provide more information.</li><li>• Identify the effect of vocabulary and grammar in writing similar to that they are planning to write.</li></ul> <p><b>VGP</b></p> <ul style="list-style-type: none"><li>• Standard English forms for verb inflections instead of local spoken forms</li><li>• Use fronted adverbials followed by a comma</li><li>• Indicate possession by using the possessive apostrophe with plural nouns</li><li>• Use nouns and pronouns appropriately for clarity.</li><li>• Use fronted subordination.</li><li>• Use expanded noun phrases with the addition of a preposition phrase.</li></ul> <p><b>Key reading objectives from NC:</b></p> <p>Themes and conventions:</p> <ul style="list-style-type: none"><li>• Develop positive attitudes to reading and understanding of what they read</li><li>• Identify a range of presentational devices used to guide the reader in non-fiction, e.g. appropriate subheadings</li></ul>
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		<p>Comprehension:</p> <ul style="list-style-type: none"><li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li><li>• Ask questions to improve their understanding of a text</li><li>• Discuss understanding as it develops and explain the meaning of words in context</li><li>• Use dictionaries to check the meaning of words that they have read</li><li>• Retrieve and record information from non- fiction</li><li>• Locate information using skimming, scanning and text marking</li><li>• Use features to locate information e.g. contents, indices, subheadings</li><li>• Discuss words and phrases that capture the reader's interest and imagination</li></ul> <p>Inference: Predict what might happen from details stated and implied based on references to the text</p> <p>Language for effect:</p> <ul style="list-style-type: none"><li>• Identify how language, structure, and presentation contribute to meaning</li><li>• Discuss how language used has an effect on the reader</li></ul>
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