

# SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL

Year Group: 4  
SHAMBLEHURST PRIMARY SCHOOL

# Shamblehurst Curriculum Medium Term Planning – Autumn 2021-22

## Year 4

SMSC
<p>Spiritual:</p> <ul style="list-style-type: none"> <li>• being reflective about their own beliefs and perspective on life</li> <li>• knowledge of, and respect for , different people’s faith, feelings and values</li> <li>• <b>Sense of enjoyment and fascination in learning about themselves, others and the world around them</b></li> <li>• Use of imagination and creativity</li> <li>• <b>Willingness to reflect on their experiences</b></li> </ul> <p>Moral:</p> <ul style="list-style-type: none"> <li>• Recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries, respect civil and criminal law</li> <li>• <b>Understand the consequences of their behaviour</b></li> <li>• Interest in investigating and offering reasoned views and moral and ethical issues and ability to understand and appreciate the viewpoints of others</li> </ul> <p>Social:</p> <ul style="list-style-type: none"> <li>• <b>Work and socialise with other pupils</b></li> <li>• Participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>• Acceptance and engagement of fundamental British Values – DEMOCRACY, RULE OF LAW, INDIVIDUAL LIBERTY, MUTUAL RESPECT , TOLERANCE of those with different faiths and beliefs</li> </ul> <p>Cultural:</p> <ul style="list-style-type: none"> <li>• Understanding and appreciation of wide range of cultural influences that have shaped their heritage and that of others</li> <li>• Understanding and appreciation of a range of different cultures in the school and further afield</li> <li>• Recognise and value things we share in common – cultural, religious, ethic, socio-economic</li> <li>• Knowledge of British democratic parliamentary system and its central role in shaping history and values</li> <li>• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity</li> </ul>

## Concepts

Stewardship	Sustainability	Duty	Diversity
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## Enquiry Question

Do small things make a big difference?

## Mind-map

## Global Neighbour

Deliver assemblies that inform the school community of the steps Year 4 is taking to positively impact their environment.

Develop a rich understanding of the wider world, identifying the differences and similarities between the UK and other countries.

## Design &amp; Technology

Research and design a pond conservation area to improve the habitat for local wildlife and replant pond plants, flora and fauna in the area.

Design, create and evaluate a bird box.

## English

Children will explore a variety of texts and produce both fiction and non-fiction writing. This will include; persuasive letters, narratives and non-chronological reports.

*Enquiry question - Do small things make a big difference?*

## Geography

Name and know the 7 continents and their locations.

Know where countries are within Europe.

Name and locate the longest rivers.

## Science

Classifying living things

Understand how the changes in environments affect animals.

Use classification keys.

Identify how sounds are made and how sounds travel.

Identify household items that use electricity.

Create simple circuits.

Key Learning From main trunks – use Skills and Progression documents to inform planning. 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?
<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>Interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p>	<p>Look at a variety of different animals and discuss their similarities and differences.</p> <p>Explore the different scientific terms for animals and why they have been put in these groups.</p> <p>Watch David Attenborough clips.</p> <p>Identify the different types of living things within an environment and how you would use a classification key to organise them.</p> <p>Look at different habitats around the world and what changes have impacted them and how.</p> <p>Look at a variety of food chains, exploring what would happen if there was a change in the number of producers, predators and prey.</p> <p>Use different objects to find patterns between the pitch of a sound and features of the object that produced it.</p>	<p>Children decide the groups they will sort the animals into and record them.</p> <p>Discuss the scientific groups for them and why they are sorted in this way.</p> <p>Design a classification key for pond creatures and an urban environment.</p> <p>Record on world maps the different habitats that we have looked at and communicate this information to other classes through assemblies.</p> <p>Design different food chains for a pond, urban and woodland environment and compare them to each other, recording their observations.</p> <p>Children will design an experiment based on a question they will have generated that addresses the creation of sound.</p>

<p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Identify common appliances that run on electricity.</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>Use objects to find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Visit a Science centre.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts inc cells, wires, bulbs, switches and buzzers.</p>	<p>Draw out circuits using recognised symbols and evaluate the circuits they have created, including addressing areas that were successful and areas to be improved.</p>
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Key Learning From main trunks – use Skills and Progression documents to inform planning. 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?
<p>Locational knowledge:</p> <p>Know and name the 7 continents and their locations</p> <p>Know where countries are within Europe, including Russia and compare the UK with some of them, noting similarities and differences.</p> <p>Know the capital cities of Europe and where they are</p> <p>Know the longest rivers of the World – Nile and Amazon and compare them with Rivers within the Uk.</p> <p>Know the names and location on a map of the 10 longest rivers with the UK – revise 4 countries and capitals</p>	<p>Use different types of maps to identify the different features and understand the keys that are used on a variety of maps.</p> <p>Locate different countries on a map and globe, identifying which are within Europe.</p> <p>Compare the journey of a river in the UK with the Nile and identify the differences between them.</p> <p>Track the journey of the longest river in the Uk – The River Severn – use and understand key terms and features –erosion, meanders, oxbow lake, source, tributary, dams, mountain, estuary.</p> <p>Explore the role a river plays in the local ecosystem and its uses in human life, now and in the past.</p>	<p>Children will have a variety of maps to explore, including looking at Atlas', globes and use ipads/laptops to investigate questions that allow them to compare and contrast the UK with other European countries.</p> <p>Over a series of lessons children will help to build a year group project that displays a river, with information points that explain key terms, functions and the role of it in it's area and beyond.</p>

Key Learning From main trunks – use Skills and Progression documents to inform planning. 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?
<p>Understand how they can develop their own design criteria and use these to inform their ideas.</p> <p>Know the difference between prototypes and pattern pieces and use in the design process.</p> <p>Know how to make realistic ideas and make design decisions that take into account the availability of the resources.</p> <p>Make Name a range of different tools and equipment and select the one most suitable for the task</p> <p>Know, understand and follow all safety rules and procedures for the tools, equipment and</p>	<p>Gather information about needs and wants of individuals and groups, use this information to impact on their design.</p> <p>Describe and explain the purpose of their products.</p> <p>Indicate and describe the design features which will appeal to the intended users.</p> <p>Children will name and explain the difference between each design element.</p> <p>Name a range of materials and components which are suitable for the task and explain their choice according to their function and aesthetic qualities</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>Learn the different technical vocabulary for the tools and techniques they are using.</p>	<p>Children will have a series of annotated sketches, cross-sectional drawings and exploded diagrams.</p> <p>Children will have a ‘birds-eye view’ map drawn with the different areas identified using a colour-coded key.</p> <p>As a year group they will create an interactive trail for the conservation area that identifies and describes the different wildlife within.</p> <p>Children will individually design and create a functional bird box, taking into account the different needs of the species inhabiting their local area.</p> <p>In lessons children will have the opportunity to safely explore the different uses of a variety of tools, in order to select those best suited to their project design.</p>

<p>materials they are using during the making process</p> <p>Know how to measure, mark out, cut and shape materials and components with some accuracy, using the most appropriate and effective measuring and cutting equipment</p> <p>Know how to effectively assemble, join and combine materials with some accuracy and understanding how to apply some finishing techniques to the product</p> <p>Know that they have to order the stages of making for it to be successful</p>	<p>Use different tools for different ways of putting materials together.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>At the design and refine stage, explore different materials and understand that they have both functional properties and aesthetic qualities. Record their investigations demonstrating that they understand that these materials can be combined and mixed to create more useful characteristics.</p>
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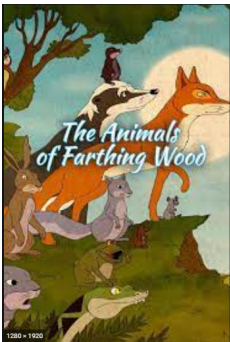
Key Learning From main trunks – Global Neighbours What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p><b><u>Collective worship and spiritual development</u></b></p> <p>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.</p> <p><b><u>Teaching and learning</u></b></p> <p>Ask and explore possible answers to a range of ‘big questions’ of suffering, inequality and justice in relation to global issues.</p> <p>Think critically about causes and effects of poverty, disadvantage, injustice and exploitation of the natural world – and solutions.</p> <p><b><u>Pupil participation in active global citizenship</u></b></p> <p>Engage others in the wider school community with their learning and action.</p> <ul style="list-style-type: none"> <li>• Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will contribute to the planning of collective worship surrounding global issues, relating to the environment.</li> <li>•</li> <li>• Children will begin to communicate their concerns and ideas in relation to issues of poverty, injustice and exploitation of the natural world with their peers and local community.</li> </ul> <p>Pupils will have the opportunity to plan and deliver assemblies to their own and other year groups, explaining what they have discovered about the natural world and the actions (small or large) that they can take to help safeguard our planet.</p>	<p>Throughout the term Year 4 children will deliver assemblies that specifically seek to address issues surrounding the impact our actions have on our local environment and wider world.</p> <p>Pupils will have the opportunity to plan their own mini-enquiries about local or global issues, that they must then investigate and come to a conclusion for.</p> <p>Through a blog, children will inform the school community about the steps they are taking to improve our conservation area, to inspire others to take action. Also, they will inform their peers through assemblies of the progress we have made and the impact this has made on the local ecology.</p>

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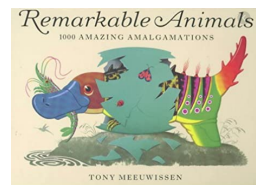
## Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
RE	To know and understand 'Temptation' and how even small choices we make can have an impact on the lives of those around us.	In RE lessons children will have the opportunity to discuss different ways temptation affects them and how this applies in their own life.
Art	Discuss and apply colours, knowing how to use dark and light effectively to show depth and shadow.	Children will have the opportunity to test different colours and experiment with combinations that create shadow and tone.
P4C	Ask and answer deeper thinking questions that require pupils to justify their response to a question.	Fortnightly P4C sessions that give children the chance to ask wide-reaching questions.
PE	Weekly Pe sessions will continue to follow the Real PE scheme. Each half term children will work on a set of skills including: Personal Social Cognitive Creative Physical Health and Fitness	Children will be able to assess their own performance and say how they can improve. They will also be able to do this to their peers too by giving helpful feedback.  The children will also be able to communicate effectively with each other, create and follow routines and play different roles within group activities.

## English Learning Journey

<p><b>Year 4</b></p> <p><b>English learning journey</b></p> <p><b>Outcome:</b></p> <p><b>Task: Persuasive letter</b>  <b>Audience: Local businesses</b>  <b>Purpose: To persuade</b></p> <p><b>Task: Rewrite the ending of the story</b>  <b>Audience: Peers</b>  <b>Purpose: To entertain</b></p> <p><b>Task: Create an animal perfect for the pond.</b>  <b>Audience: Peers</b></p>	<p><b>Text drivers:</b></p> <p>WAGOLL letters</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>- Use the first two or three letters of a word to check its spelling in a dictionary.</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>- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar e.g. identifies and uses key organisational features of a shared text in their own writing.</li> </ul>
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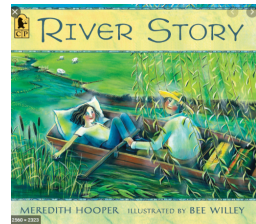
**Purpose:** To entertain and inform



**Task:** Write a narrative

**Audience:** Peers

**Purpose:** To entertain and inform.



- Plan their writing by discussing and recording ideas **so that writing is clear in purpose.**
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- **Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary.**
- A wider range of appropriate conjunctions, adverbs and prepositions are used to place, creating cohesion within and between sentences.
- Non-narrative material uses simple organisational devices - **engages reader through appropriate headings and relevant sub-headings for each paragraph (if appropriate).**
- Organise paragraphs around a theme **so that narrative and non-narratives are paragraphed and related information is clustered logically.**
- Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- **Variation in sentence structure includes simple, compound and complex structures**

#### VGP

- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using fronted adverbials and commas after them
- Extend sentences with more than one clause by using a wider range of conjunctions
- Possessive apostrophes for regular singular and plural nouns

- Possessive pronouns
- Use prepositions
- Expanded nouns
- Proof-read for spelling and punctuation errors e.g. corrects repetitious language, verb/subject disagreement or lapses in tense.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

**Key reading objectives from NC:**

**Themes and conventions:**

- Develop positive attitudes to reading and understanding of what they read
- Identify a range of presentational devices used to guide the reader in non-fiction, e.g. appropriate subheadings

**Comprehension:**

- Check that the text (video) makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of a text (video)
- Discuss understanding as it develops and explain the meaning of words in context

- Use dictionaries to check the meaning of words that they have read
- Retrieve and record information from non-fiction
- Use features to locate information, e.g. contents, indices, subheadings
- Locate information using skimming, scanning and text marking
- Discuss words and phrases that capture the reader's interest and imagination

**Inference:**

- Predict what might happen from details stated and implied based on references to the text

**Language for effect:**

- Identify how language, structure, and presentation contribute to meaning
- Discuss how language used has an effect on the reader.