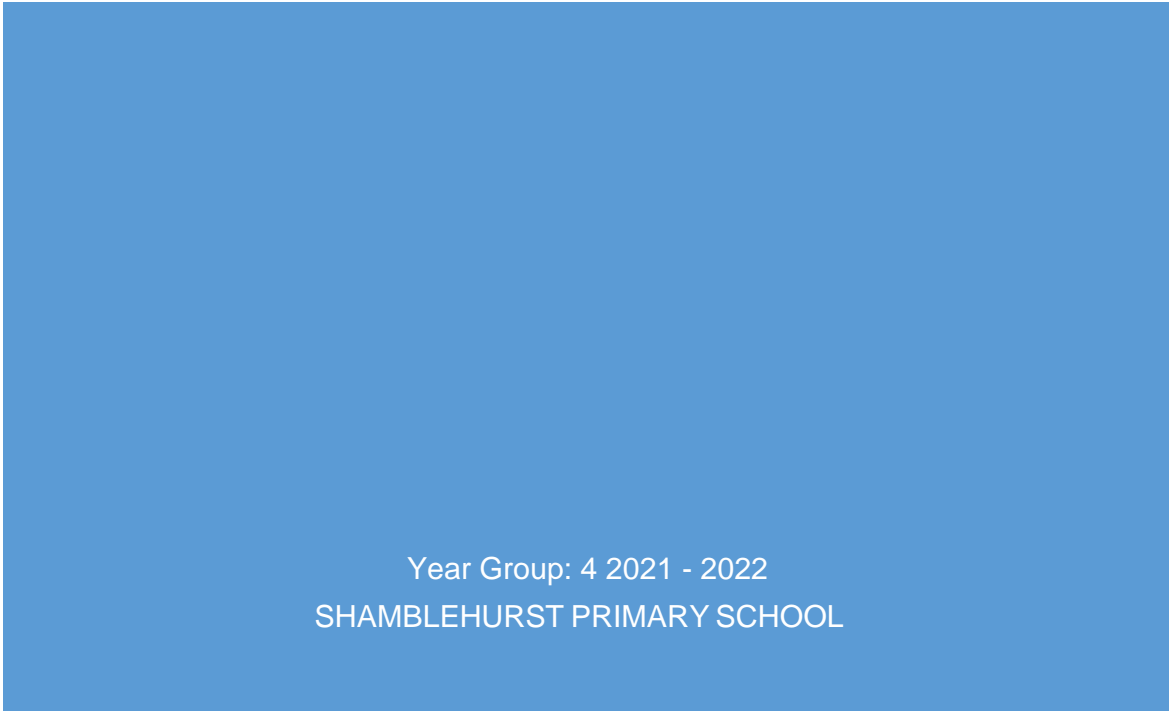
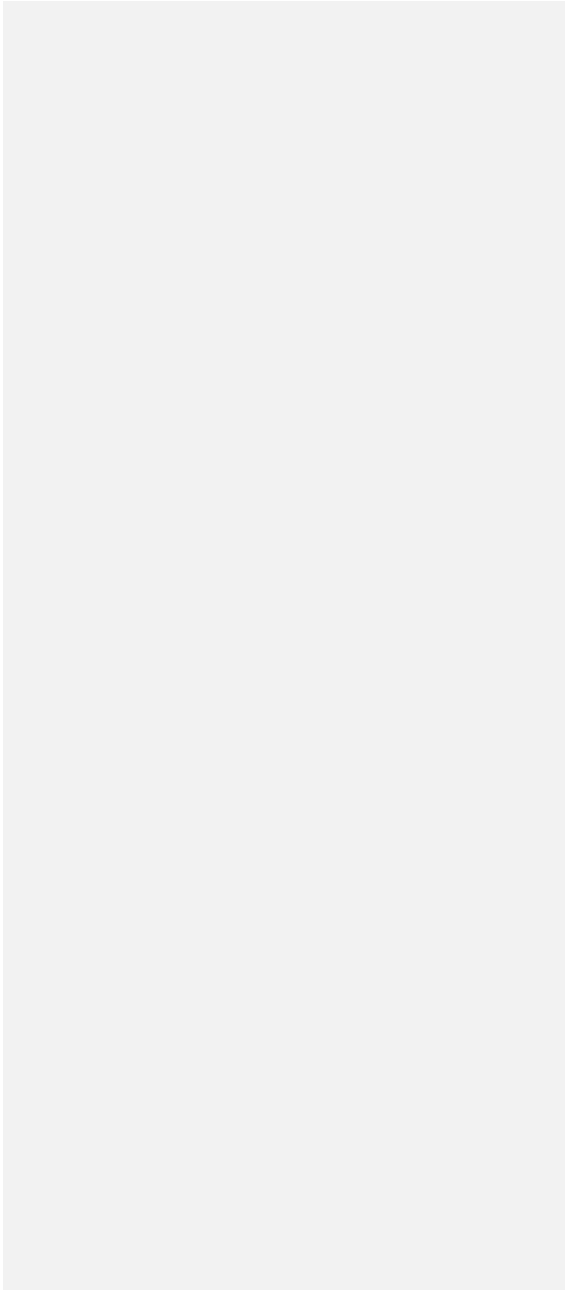


# SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



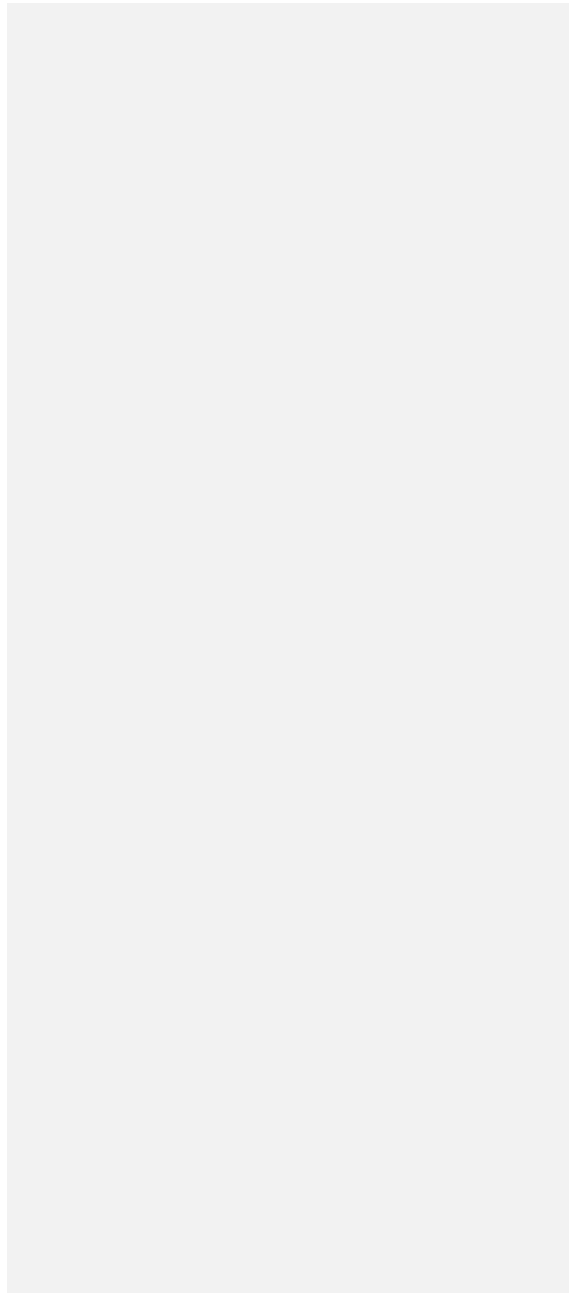
Year Group: 4 2021 - 2022  
SHAMBLEHURST PRIMARY SCHOOL



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| 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>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Use of imagination and creativity</li> <li>• Willingness to reflect on their experiences</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>• Understand the consequences of their behaviour</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>• Work and socialise with other pupils</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> |

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|-------|-----------|---------|--------|--|
| Value | Diversity | Freedom | Beauty |  |
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| Enquiry Question                         |
| How differently do people see the world? |



## Mind-map

### Global Neighbour

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

To see how our lives are connected with people and places around the globe.

To negate the causes and impacts of situations around which they are taking action.

### English

Environmental narrative

Persuasive writing

Newspaper report

Poetry

*How differently do  
people see the world?*

### Art

Focus on abstract - Children to study the artwork of Wassily Kadinsky, David Hockney and Fiona Rae.

Children will create their own abstract painting involving shapes and landscapes.

### Geography

Knowledge of features beyond the UK.

Human and physical features of the UK and beyond.

Different qualities of life in the UK and beyond.

Weather patterns within the UK and beyond.

### Science

Electricity

States of matter

Working scientifically

| <p>Key Learning From main trunks – use Skills and Progression documents to inform planning.<br/>What will the children learn?</p>   | <p>How?<br/>What opportunities am I going to give the children so that they can learn?</p>   | <p>Outcomes<br/>What will the learning look like?<br/>How will the learning be recorded?</p>  |
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| <ul style="list-style-type: none"> <li>• Demonstrate knowledge of features about places around them and beyond the UK.</li> <li>• Recognise that people have differing qualities of life living in different locations and environments.</li> <br/> <li>• Understand why there are similarities and differences through the study of human and physical geography of a region in a European country.</li> <br/> <li>• Explain about weather conditions/ patterns around the UK and parts of Europe.</li> <br/> <li>• Make more detailed fieldwork sketches/diagrams.</li> <li>• Use fieldwork instruments e.g. cameras, rain gauge.</li> <li>• Use four figure grid references.</li> <li>• Use the 8 points of a compass to follow and give directions.</li> <li>• Make plans and maps using symbols and keys.</li> </ul> | <ul style="list-style-type: none"> <li>• Answer questions about why people live in the city/countryside.</li> <li>• Compare qualities of life in the UK and in other countries.</li> <li>• Compare human and physical features.</li> <li>• Compare Hedge End to another European country. Can Hedge End be compared to a town in another European country, not just a whole country?</li> <li>• Compare UK landscapes to other worldwide landscapes.</li> <br/> <li>• Fieldwork skills to be taught whilst at Fairthorne Manor.</li> </ul> | <ul style="list-style-type: none"> <li>• Pictures of places in the UK and places further afield to compare.</li> <li>• Questions answered in books.</li> <br/> <li>• Fieldwork to be completed at Fairthorne Manor during residential.</li> </ul> |

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| <p>Key Learning From main trunks – use Skills and Progression documents to inform planning.<br/>What will the children learn?</p>  | <p>How?<br/>What opportunities am I going to give the children so that they can learn?</p>  | <p>Outcomes<br/>What will the learning look like?<br/>How will the learning be recorded?</p>  |
| <p><b><u>States of matter</u></b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degree Celsius</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>· Identify common appliances that run on electricity</li> <li>· Construct a simple series electrical circuit, identifying and naming its basic parts inc cells, wires, bulbs, switches and buzzers</li> </ul> | <ul style="list-style-type: none"> <li>• Children will be fully immersed in understanding the objectives during a Science Week.</li> <li>• Explore and handle a range of materials.</li> <li>• Look at videos/pictures of the water cycle to support learning.</li> <li>• Complete a simple circuit using resources.</li> <li>• Plan and carry out their own investigations.</li> </ul> | <ul style="list-style-type: none"> <li>• Written work will be in books supported by visual evidence.</li> <li>• Practical investigations to be completed in groups in class.</li> <li>• Information gathered from Science investigations to be put into a PowerPoint and presented to the class.</li> </ul> |

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| <ul style="list-style-type: none"><li>· 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</li><li>· Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li><li>· Recognise some common conductors and insulators, and associate metals with being good conductors.</li></ul> <p><b><u>Working scientifically</u></b></p> <p><b>Exploring and planning</b></p> <ul style="list-style-type: none"><li>· Raise their own questions about the world around them.</li><li>· Decide which different types of scientific enquiry to answer questions</li><li>· Think about what they can measure and make accurate measurements</li><li>· Plan how they will record results</li></ul> <p><b>Gathering and presenting evidence</b></p> <ul style="list-style-type: none"><li>· With increasing independence make systematic and careful observations</li><li>· Measure accurately using new equipment</li><li>· Present results in charts or graphs</li></ul> |  |  |
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| <ul style="list-style-type: none"><li>· Make systematic and careful observations over time</li><li>· Help decide which variables to keep the same and which to change</li><li>· Collect data in a variety of ways, including labelled diagrams, bar charts and tables</li></ul> <p><b>Interpreting results/evidence</b></p> <ul style="list-style-type: none"><li>· Look for patterns, changes, similarities and differences</li><li>· Decide how to record and analyse data by selecting from a range of taught methods</li><li>· Talk about and identify differences and similarities in the properties or behaviour of living things, states of matter and other scientific phenomena</li><li>· Identify new questions arising from data</li><li>· Make predictions for new values within or beyond the data they have collected</li></ul> <p><b>Explaining</b></p> <ul style="list-style-type: none"><li>· Draw simple conclusions based on the results of my enquiry</li><li>· Answer my questions using the results of my enquiry</li></ul> |  |  |
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| <ul style="list-style-type: none"> <li>· Use my findings to make new predictions, suggest improvements and think of new questions</li> <li>· Consider cause and effect in my explanations</li> </ul>  |  |   |
| <p>Key Learning From main trunks – use Skills and Progression documents to inform planning.<br/>What will the children learn?</p>   | <p>How?<br/>What opportunities am I going to give the children so that they can learn?</p>   | <p>Outcomes<br/>What will the learning look like?<br/>How will the learning be recorded?</p>  |
| <p><b>To know and understand artists and their different styles of creating art.</b></p> <p><b>Understand what is meant by abstract art.</b></p> <p><b>To understand how to create different colours and tone in art - media Paint.</b></p> | <p>Children will study the work of Kandinsky. They will evaluate ideas and methods he used.</p> <p>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-kandinskys-schaukeln/zv7g7nb">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-kandinskys-schaukeln/zv7g7nb</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


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

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| <p><b>To create collage.</b></p> <p><b>To create printing blocks using own ideas influenced by the work of Kandinsky.</b></p> | <p><a href="https://www.youtube.com/watch?v=eCiQXse8eB0">https://www.youtube.com/watch?v=eCiQXse8eB0</a></p> <p>Children will use acrylic paint as their media. They will learn how to apply this liberally for an effective print.</p> <p>Children will look at a variety of works by David Hockney. They will evaluate the artwork based on their own opinions and responses. What do they like? - Why?</p> <p><b><u>Can I identify what a landscape is?</u></b></p> <p>Children will learn to explore how to create perspective - using foreground and background. They will look at images from the artist</p> <p>Children talk with their partners about what a landscape it – share ideas.</p> <p>Look at the work of David Hockney’s 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.</p> <p>Children in their sketchbooks to practice drawing features in the landscape. .</p> | <p>Year 4 to create a Year group collage using their prints inspired by Kandinsky.</p> <p>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.<br/>i.e.</p>  <p>I chose this design because ....<br/>I drew the lines in this way after looking at ....<br/>I really liked the way I ...<br/>This design would have been even better if ...</p> |
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| <p><b>Study the art of David Hockney.</b></p> <p><b>Explore how colour can convey expression.</b></p> <p><b>Use different materials to create different textures and shapes.</b></p> <p><b>Create landscapes to reflect the way they see the world.</b></p> <p><b>What is the beauty that they see?</b></p> | <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 artist intentions etc.</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.</p> | <p>Create their own piece of artwork inspired by David Hockney, taking inspiration from the artist and making choices about colours, style, shape and patterns to express how they see their world.</p> <p>Children will create pencil drawings of their favourite landscape.</p> |
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|  | <p>leaves). Show chn a colour 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><u>LO:Practise implementing David Hockney's style into our own work</u></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 effect, as</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> <p>- Observe landscape paintings accurately and discuss technique and use of colour and texture</p> |
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|  | <p>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><u>LO: Draw the outline of a landscape, focusing on perspective</u></b></p> <p>Starter: Show chn a range of actual landscape photographs on the IWB and discuss as a class how we could talk to Hockney to inform 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>- Work carefully to accurately reproduce part of a landscape</p> <p>Evaluate their own work and other people's</p> <p>Chn can:</p> |
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|  | <p>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 bullseye!). 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.</p> <p>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> <p>Lesson 1: <u>LO: To understand the idea of Abstract Art</u></p> <p>Children look at different examples of abstract art- can they come up with a definition ?</p> <p>What makes it beautiful? Give examples relating back to feelings, memories and life experiences.</p> <p>Is all artwork beautiful? – Link back to questions about how people view it.</p> | <p>Chn can:</p> <ul style="list-style-type: none"> <li>- Use colour in the style of David Hockney focusing on creating texture and using a range of one colour.</li> </ul> |
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| <p><b>Study of Fiona Rae</b></p> | <p>Lesson 2: <u>LO: To explore the artist Fiona Rea</u></p> <p>Go through the information about the artist and create map of her life so far and present information in books.</p> <p>Lesson 3: <u>LO: To explore the titles of Fiona Rea's art work</u></p> <p>Give children copies of the pieces of artwork</p> <p>What would they give it as title and why. Record in sketch books.</p> <p>Tell them the actual titles, why do you think they were given that title- why is it different to their own idea?</p> <p>Do you like the art work – say why- in books.</p> <p>Create a table in books what is similar and different about the pieces.</p> <p>Does anything puzzle you about them? Write a question to ask the artist.</p> <p>Lesson 4: <u>LO: To explore colouring mixing to change colour and tone</u></p> <p>Experiment using paint , how to make different colours – can they make colours from the pieces of art and their own colours.</p> | <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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| <p>Express thoughts and feelings through the creation of art</p> <p>Build a more complex vocabulary when discussing your own and others' art.</p> <p>Know how to create different shapes, shades, textures and patterns using a variety of implements.</p> <p>Use sketch books to plan and refine</p> <p>Develop skills and control when painting.</p> <p>Paint with expressions.</p> <p>Analyse paintings by artist: Fiona Rae</p> <p>Be able to mix colours , creating tints and shades</p> | <p>Then think about how to change to tone of colour, by adding white and black, Record as strip in their sketch books.</p> <p>Lesson 5: <u>LO: To recreate a small piece of Rae's art work concentrating on colour and tone</u></p> <p>Give children a small frame cut out of card. They then choose a small part of a piece of artwork to recreate in their books.</p> <p>If time , choose another one that contrasts.</p> <p><u>Lesson 6: LO: To explore how Rea's art work includes letters</u></p> <p>Explore Rea's art work and see if children can find letters within the art work.</p> <p>Have a go at creating their own using letters that are significant to them.</p> <p><u>Lesson 7: LO: To plan a piece of abstract art in the style of Fiona Rae</u></p> <p>To plan a piece of abstract art with the title : The Promise.</p> <p>What promise are you going to show?</p> <p>How could you show this?</p> |  |
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|  | <p>What colours are you going use?</p> <p>What impact do you want it to have on the audience.</p> <p>Lesson 8: <u>LO: To draft my piece of art work</u></p> <p>Have a go sketching design on paper, add colour (maybe using pencils?)</p> <p>Review- what would you change? Colour? Tone?</p> <p>Does it match your impact?</p> |  |
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Lesson 9: LO: To create my final piece

| Key Learning From main trunks – Global Neighbours<br>What will the children learn?   | How?<br>What opportunities am I going to give the children so that they can learn?  | Outcomes<br>What will the learning look like?<br>How will the learning be recorded?  |
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| <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> |

Additional Learning opportunities

| NC Subject                 | Skills/Knowledge  | Outcomes |
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| PE                         | <p>Real PE:</p> <p><b>Physical Skills</b></p> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>● I can link actions together so that they flow.</li> <li>● I can perform a variety of movements and skills with good body tension.</li> <li>● I can perform and repeat longer sequences with clear shapes and controlled movement.</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>● I can select and apply a range of skills with good control and consistency.</li> </ul> <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>● I can perform a sequence of movements with some changes in level, direction or speed.</li> <li>● I can perform a range of skills with some control and consistency.</li> </ul> |          |
| RE<br>Summer 1: Devotion - |   |          |

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| <p>Hindu worship<br/><b>Hindu Traditions</b> <u>Please can you add the learning objectives for each unit and the outcomes- have a look at year one and two plans if needed</u></p> <p>Summer 2: symbol<br/>Stones as symbol<br/><b>Christianity</b></p> |  |  |
| <p>Music</p>  | <p>African drums with Mrs Barfoot from Hampshire Music service.</p> <p>Skills to be taught:</p> <ul style="list-style-type: none"><li>- playing two drum sounds</li><li>- play hand percussion in a controlled way.</li><li>- identify and understand changes in tempo and changes of dynamics.</li><li>- to sing and match pitch</li><li>- invent my own music</li><li>- identify other relates instruments</li></ul> | <p>Performance to another year group and filmed for parents.</p> |

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@alex.stocking@shamblehurst.co.uk

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| <p>Computing</p> | <p>Programming A – Repetition in shapes</p> <p>Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p> <p>Programming- Repetition in games</p> <p>Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to</p> | <p>Pupils will apply the skills that they have learnt in this unit to create a program containing a count-controlled loop. They will design wrapping paper using more than one shape, which they will create with a program that uses count-controlled loops. They will begin by creating the algorithm, either as an annotated sketch, or as a sketch and algorithm, and then implement it as code. They will debug their work throughout, and evaluate their programs against the original brief.</p> <p>Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p> |
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|     | modify existing animations and games using repetition.   |  |
| RSE | <p>Lesson 1:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"><li>• Name some positive and negative feelings;</li><li>• Understand how the onset of puberty can have emotional as well as physical impact</li><li>• Suggest reasons why young people sometimes fall out with their parents;</li><li>• Take part in a role play practising how to compromise.</li></ul> <p>Lesson 2:</p> <p>Children will be able to:</p> <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.</li></ul> <p>Lesson 3:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"><li>• Know the key facts of the menstrual cycle;</li></ul> |  |


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|  | <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> |  |
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## English Learning Journey

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| <p><b>Year 4:</b></p> <p><u>English learning journey</u></p> <p><b>Outcomes:</b></p> <p>Environmental narrative to inform and</p> | <p><b>Text Drivers:</b></p> <p>'The Promise' by Nicola Davies</p> | <p><b>Key writing objectives from NC:</b></p> <p><b>Composition:</b></p> <ul style="list-style-type: none"><li>○ To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li><li>○ To proofread confidently and amend their own and others' writing, e.g. adding in</li></ul> |
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| <p>entertain.</p> <p><b>Audience:</b> Peers</p> <p><b>Purpose:</b> To inform and entertain</p> <p><b>Cross Curricular links:</b></p> <p>Enquiry question – <b>How differently do people see the world?</b></p> <p>Concepts – <b>beauty, diversity, value and freedom</b></p> <p>Art – Fiona Rae – abstract art exploring our concept of beauty.</p> |  | <p>nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.</p> <ul style="list-style-type: none"><li>○ To create more detailed settings, characters and plot in narratives to engage the reader.</li></ul> <p><b>VGP</b></p> <ul style="list-style-type: none"><li>· To write using an increasing range of sentence length and types (the more, the more/if, if, then sentences).</li><li>· To maintain an accurate tense throughout a piece of writing.</li><li>· To use the full range of punctuation from previous year groups.</li><li>· To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases (<b>3-ed sentences</b>).</li><li>· To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. (emotion, comma/verb, person sentences).</li><li>· To continue to make deliberate ambitious word choices to add detail linked to tier 2 words introduced in reading.</li><li>· To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>· To spell all words with prefixes correctly, e.g. irrelevant, autograph, superstar, antisocial.</li><li>· To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li></ul> |
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|  |  | <ul style="list-style-type: none"><li>· To spell homophones correctly, e.g. which and witch.</li><li>· To use apostrophes for singular and plural possession with increasing confidence.</li><li>· To spell all of the Year 3 and 4 statutory spelling words correctly.</li><li>· To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li></ul> <p><b>H/W</b></p> <ul style="list-style-type: none"><li>· To consistently use a neat, joined handwriting style.</li></ul> <p>To consistently maintain fluent writing throughout a piece of writing</p> |
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| <p><b><u>Stimulate and generate</u></b></p> <p><b>Experience:</b></p> <p><b>LO: Justifying ideas using evidence and own experiences.</b></p> <p>Play children sounds of the ocean. Children close their eyes and draw on their knowledge</p> | <p><b><u>Capture, sift and sort</u></b></p> <p><b>LO: Use expanded noun phrases to add description.</b></p> <p>Introduce how the children are going to write an information story based on 'The Promise'</p> | <p><b><u>Create, refine, evaluate</u></b></p> <p>(Chn to write independently to allow for assessment)</p> <p><b>LO: Discuss and record ideas when planning.</b></p> <p>Share contrasting images of the polluted ocean ones showing a variety of fish and corals. Discuss purpose, audience and form with the children and how the purpose is to</p> |
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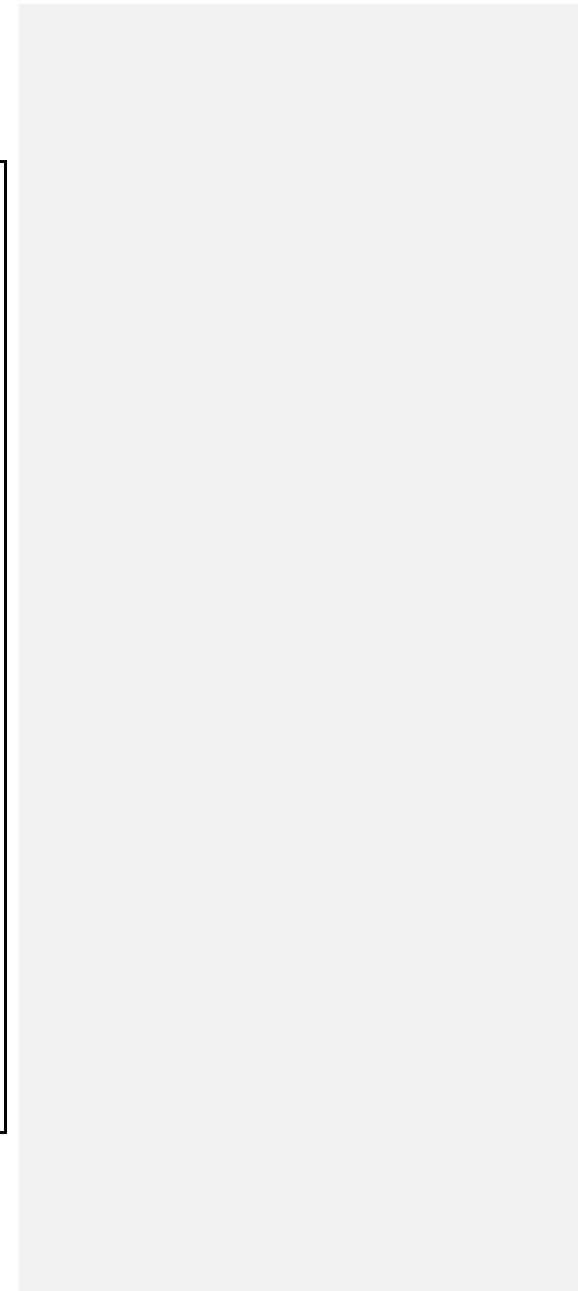
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| <p>of the world to describe the setting they are in. Gather the ideas together to create an image of the setting. Does everyone agree with the image? Why/why not?</p> <p>Complete a zone of relevance with the words related to your scene. Now show the children the image of the plastic bottles in the ocean. How does this change your selection of words and where they go on the zone of relevance?</p> <p><a href="https://www.youtube.com/watch?v=uUU_BkBBAZO">https://www.youtube.com/watch?v=uUU_BkBBAZO</a></p> <p><a href="https://www.youtube.com/watch?v=ud53PXK8LSk">https://www.youtube.com/watch?v=ud53PXK8LSk</a></p> <p><b>LO: Make predictions about what might happen from details stated.</b></p> <p>Show children the front cover of the book. Make predictions as a class for working wall. Read the first 7 pages of the book - until the girl makes her promise to the old lady. Have the children's predictions changed? If they</p> | <p>which will inform and entertain children about the issues of plastic bottles in our oceans. Watch the BBC clip of the plastic bottles. Compare the ocean with the city at the beginning of the story. Children examine how the author uses expanded noun phrases to describe the city. What is the impact on the reader? Teacher to model in this style and the children then to write their own sentences based on the news clip.</p> <p><b>LO: Extend the range of sentences with more than one clause.</b></p> <p>Give the children the extracts from 'The Promise' and 'Tin Forest' as WAGOLLS . Children to annotate WAGOLLS and explain what the effect of the different sentences have on them as a reader.</p> <p>Children to create success criteria as to when</p> | <p>write a narrative that will take the reader from the polluted ocean to the images of the clean oceans teeming with life. Children how the character will get rid of the bottles using the structure of 'The Promise' to help them. Children to complete purpose, audience and form sheets.</p> <p><b>LO: Discuss and record ideas when planning.</b></p> <p>Create success criteria with children, referring to working wall focus on the WAGOLL and identify what needs to be included in our plan. Model making notes for effective opening and allow children to 'box up' the rest of their plan. Share plans and discuss key points that have been included. Allow children time to add to their plans following discussion.</p> <p>LO: Create an environmental narrative. Shared write of an opening paragraph to support with reference to setting.</p> <p>LO: Create an environmental narrative – independent writing session</p> |
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| <p>have, why? Discuss whether the girl was right to steal 'from those who had a little as she did'. 'Conscience Alley' to explore ideas/reasoning – choose one child to be the girl and then split class in half. Each side has to convince the girl as to what she should do so that she can feed herself. Each child must give justification for their thoughts. Model and lead in to writing an explanation as to whether you agree or disagree with the girl stealing.</p> <p><b>LO: Infer a character's personality through the author's language choices.</b></p> <p>Create role on the wall of the girl. Use tiny texts to consider her feelings, thoughts and motives as to why she behaves and thinks as she does. Consider why the words the author uses to describe the city help us (as readers) understand the character.</p> <p><b>LO: Summarise the main ideas of the narrative.</b> Discuss the extract from the story, 'To and fro we pulled that bag until at last she</p> | <p>to use the different sentence types.</p> <p><b>LO: To use if, if then sentences correctly</b></p> <p><b>LO: In narratives describe settings.</b></p> <p>Refer back to previous two lessons and WAGOLs to examine how the authors have described the settings. (This could be linked to Art and Rousseau with the children creating their ocean settings)</p> <p>Model - focus on the use of short sentences for impact and complex sentences to add description and action. Children write their own descriptions of the ocean before and after the bottles have been removed.</p> <p><b>LO: Use conjunctions to express time and cause to aid cohesion.</b></p> <p>Read 'The Promise' again. Children to use their washing lines created in the stimulate/generate part of the planning. In</p> | <p><b>LO: Edit and refine written work.</b></p> <p>Teach editing strategies as in 'editing toolkit'. Put into practice</p> <p>Publish for display – 'The New Promise' and display with original book and artwork produced.</p> |
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| <p>said, "If you promise to plant them, I'll let go.' What did she mean? I didn't know, or care, I just wanted the bag, so I said, "All right, I promise." She loosened her grip at once and smiled at me. Consider what is meant by a promise. Do we expect different things depending on who promises? Read the rest of the book to the children and reflect on the significance of the promise the girl made. Children to create washing lines of the story summing to show their understanding of the structure of the story.</p> <p><b>LO: To infer a characters thoughts based on actions.</b></p> <p>Give the children the picture from the book when the girl snatches the bag from the old lady.</p> <p>Put thought bubbles and speech bubbles around for the children to generate ideas for on what the characters could be thinking but also saying. Should demonstrate that we think doesn't always match up to what we say and vice versa.</p> | <p>pairs/threes children orally tell the story to each other using their washing. Listen to some retellings and focus on the words/phrases used to help the story flow. Provide children with conjunction word cards to explore where they could fit to provide cohesion to the sequence of events. Children then place these on their washing lines and then use these to retell the story. What effect do these conjunctions have on the cohesion of the story?</p> |  |
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Site of Application Write: 1<sup>st</sup> person writing from viewpoint of girl or old lady – diary entry.

Year 4 English learning journey

Outcome:  
Task: Persuasive speech/Manifesto  
Audience: Local MP  
Purpose: To make changes



**Key writing objectives from NC:**

**Composition:**

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
- To create more detailed settings, characters and plot in narratives to engage the reader.

**VGP**

- To write using an increasing range of sentence length and types (the more, the more/if, if, then sentences).
- To maintain an accurate tense throughout a piece of writing.
- To use the full range of punctuation from previous year groups.
- To expand noun phrases regularly with the addition of modifying adjectives and



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|  |  | <p>prepositional phrases (3-ed sentences).</p> <ul style="list-style-type: none"><li>· To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. (emotion, comma/verb, person sentences).</li><li>· To continue to make deliberate ambitious word choices to add detail linked to tier 2 words introduced in reading.</li><li>· To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>· To spell all words with prefixes correctly, e.g. irrelevant, autograph, superstar, antisocial.</li><li>· To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li><li>· To spell homophones correctly, e.g. which and witch.</li><li>· To use apostrophes for singular and plural possession with increasing confidence.</li><li>· To spell all of the Year 3 and 4 statutory spelling words correctly.</li><li>· To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li></ul> <p><b>H/W</b></p> <ul style="list-style-type: none"><li>· To consistently use a neat, joined handwriting style.</li></ul> <p>To consistently maintain fluent writing throughout a piece of writing</p> |
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