



Year Group: 4  
Term: Spring

## School Theme

## Essential Question

Could you be caught in the web?

## Authentic Outcome

To make a home/school charter for internet safety

## Mini Outcomes

1. Plan questions and interview Internet expert Henry via skype.
2. Prepare internet safety event for Internet Safety Day 2020: Together for a better internet
3. How to write and present a charter.

## Experts, Trips, Experiences & Making Community Links

Crosby Beach to link with seascapes in ART

## Immersive Environment:

Webs and spiders on the ceiling and draped across the room.

Library area decorated with black paper and black material.

Various areas of groups, separate tables, comfy areas and rows.

## Technology

Seesaw to track the journey

# Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	Other Subjects <i>(taught discretely)</i>	RE
<p><a href="#">Unit 5: Securing multiplication facts (5 lessons)</a> Recall multiplication facts up to 12 x 12.</p> <p><a href="#">Unit 6: Fractions (20 lessons)</a> Show families of equivalent fractions; solve problems with increasingly harder fractions; add/subtract fractions totalling more than 1.</p> <p><a href="#">Unit 7: Time (5 lessons)</a> Solve problems converting between units of measure, analogue and digital 12 and 24-hour clocks.</p> <p><a href="#">Unit 8: Decimals (15 lessons)</a> Discover decimals; recognise decimal equivalents to tenths, quarters and halves; compare numbers with the same number of decimal places.</p> <p><a href="#">Unit 9. Area and perimeter (10 lessons)</a> Measure and calculate perimeter of rectilinear shapes; measure, calculate and compare areas of rectangles and composite rectilinear shapes</p>	<p><u>Writing</u> Biography Interview preparation Narrative Poetry Diary Web page / blog page on E-safety Charter / Leaflet for E-safety</p> <p><u>Grammar &amp; Punctuation</u></p> <ul style="list-style-type: none"> <li>* extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>* using the present perfect form of verbs in contrast to the past tense</li> <li>* choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>* using conjunctions, adverbs and prepositions to express time and cause</li> <li>* using fronted adverbials</li> <li>* use commas after fronted adverbials</li> <li>* use the possessive apostrophe with plural nouns</li> <li>* using and punctuating direct speech.</li> </ul> <p><u>Spelling</u></p> <p>13. Spelling Rules: Adding the suffix ‘-ion.’ When the root word ends in ‘d,’ ‘de’ or ‘se’ then the suffix ‘-ion’ needs to be ‘-sion.’</p> <p>14 Spelling Rules: Adding the suffix –ous.’ Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.</p> <p>15. Spelling Rules: The suffix ‘-ous.’ The final ‘e’ of the root word must be kept if the sound of ‘g’ is to be kept.</p> <p>16 Spelling Rules: The ‘ee’ sound spelled with an ‘i.’</p> <p>17. Spelling Rules: The suffix ‘-ous.’ If there is an ‘ee’ sound before the ‘-ous’ ending, it is usually spelled as i, but a few words have e.</p> <p>18 .Challenge Words</p> <p>19. Spelling Rules: The ‘au’ digraph</p> <p>20. Spelling Rules: The suffix ‘-ion’ when the root word ends in ‘t’ or ‘te’ then the suffix becomes ‘-tion.’</p> <p>21. Spelling Rules: The suffix ‘-ion’ becomes ‘-ssion’ when the root word ends in ‘ss’ or ‘mit.’</p> <p>22 .Spelling Rules: The suffix ‘-cian’ used instead of ‘-sion’ when the root word ends in ‘c’ or ‘cs’</p> <p>23 .Spelling Rules: Adding ‘-ly’ to create adverbs of manner. These adverbs describe how the verb is occurring.</p>	<p><u>Computing</u> <a href="#">Purple Mash Computing Scheme of Work Unit 4.2 Online safety</a></p> <ul style="list-style-type: none"> <li>• To understand how children can protect themselves from online identity theft.</li> <li>• Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To identify the risks and benefits of installing software including apps. To understand that copying the work of others and presenting it as their own is called ‘plagiarism’ and to consider the consequences of plagiarism.</li> <li>• To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. To identify the positive and negative influences of technology on health and the environment.</li> <li>• <u>To understand the importance of balancing game and screen time with other parts of their lives</u></li> </ul> <p><a href="#">Purple Mash Computing Scheme of Work Unit 4.1. Coding</a></p> <ul style="list-style-type: none"> <li>• To review coding vocabulary.</li> <li>• To use a sketch or storyboard to represent a program design and algorithm.</li> <li>• To use the design to create a program.</li> </ul> <p>*To introduce the If/else statement and use it in a program.</p> <ul style="list-style-type: none"> <li>• To create a variable.</li> <li>• To explore how 2Code can be used to investigate control by creating a simulation</li> </ul> <p>*To use the Repeat Until command to make characters repeat actions</p> <p>*To make timers and counting machines using variables to print a new number to the screen every second</p> <ul style="list-style-type: none"> <li>• To create a program which responds to the If/else command, using the value of the variable.</li> </ul> <p><u>Design &amp; Technology: Lego project.</u></p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>* investigate and analyse a range of existing products</li> <li>* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>* understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>* apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>* understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>* understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>* apply their understanding of computing to program, monitor and control their products.</li> </ul> <p><u>Science</u></p> <p style="text-align: center;"><u>Living things and their habitats</u></p>	<p><b>STAFF – MOVE ACROSS THE SUBJECTS IF THEY LINK TO REAL PROJECTS! TRY TO LINK AS MANY AS POSSIBLE BUT USE THIS COLUMN TO COVER DISCRETE SUBJECT TEACHING.</b></p> <p><u>History</u></p> <ul style="list-style-type: none"> <li>* Britain’s settlement by Anglo-Saxons and Scots This could include:</li> <li>* Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>* Scots invasions from Ireland to north Britain (now Scotland)</li> <li>* Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>* Anglo-Saxon art and culture</li> <li>* Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><u>Geography</u> Aims Children are taught to become competent in the geographical skills needed to:</p> <ul style="list-style-type: none"> <li>§ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>§ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>§ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul> <p>Topic: <u>Human geography</u>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Music</u> Ukulele lessons.</p> <p><u>PSHE</u> Goals and Dreams</p>	<p>TOPIC 1: LOCAL CHURCH – <b>COMMUNITY: COMMUNITY</b> Learning Outcomes Know and understand:</p> <ul style="list-style-type: none"> <li>• Belonging to a community – Explore</li> <li>• The life of the local Christian community – Reveal</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>TOPIC 2: EUCHARIST – <b>RELATING: GIVING &amp; RECEIVING</b></p> <p>Learning Outcomes Know and understand:</p> <ul style="list-style-type: none"> <li>• Giving and receiving every day – Explore</li> <li>• The Eucharist challenges and enables living and growing in communion – Reveal</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>TOPIC 3: LENT/EASTER – <b>GIVING: SELF DISCIPLINE</b></p> <p>Learning Outcomes Know and understand:</p> <ul style="list-style-type: none"> <li>• Self-discipline is important – Explore</li> <li>• Celebrating growth to new life through self-discipline – Reveal</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>

	<p>24 .Challenge Words</p> <p><b>Handwriting</b></p> <p>* use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>* increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].</p>	<p>Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>* recognise that living things can be grouped in a variety of ways</li> <li>* explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>* recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p style="text-align: center;"><b><u>Animals, including humans</u></b></p> <p>Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>* construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p style="text-align: center;"><b><u>Electricity</u></b></p> <p>Statutory requirements Pupils should be taught to:</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, including cells, wires, bulbs, switches and buzzers</li> <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>Art</u></b> Experimenting with water colours creating seascapes.</p> <p><b><u>PE</u></b> Dance</p>		
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