

Year Group: 4
Term: Summer



Essential Question

What makes people leave their homes?

Authentic Outcome

Promote optimism for the future.
School is a sanctuary
World refugee day June 20th 2022
Display in foyer.

Driving Text

The Journey by
Francesca Senna

Mini Outcomes

Find out about the crisis in Ukraine, what is a refugee?

To volunteer... at a foodbank, aid centre, drop off centre or around school etc

Sponsored event – for Ukraine donate via CAFOD.Or St Teresa’s parish?

Final Outcome To present a leaflet or Blog: **How you can help a refugee**

Experts, Trips, Experiences & Making Community Links

Mrs Sloan - refugee expert

Food bank representative

Trip to IM Marsh

Technology

IPads, laptops to research and map out the journey of refugees

Immersive Environment

Suitcases, maps, tent, message board for missing people,

A window to freedom, children peeping through.

The world

Key Vocabulary

Tier 2 vocab MAY

Practice, precious

Permit, plead

mature, limb

lack, furious

Entire, entrance

JUNE

distress, congratulate

Confuse, complete

Competition, possess

Basic, severe

Attempt, attentive

Outcomes for this Term/National Curriculum Links and Coverage

Maths	REAL Project		RE & Other Subjects <i>(taught discretely)</i>
	English	Foundation Subjects	
<p>Decimals topic (8 remaining lessons from Spring)</p> <ul style="list-style-type: none"> Tenths on a number line Divide 1-digit by 10 Divide 2-digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2-digits by 100 End of unit test (decimals) <p>Decimals topic (start of summer - 11 lessons)</p> <ul style="list-style-type: none"> Recap Bonds to 10 and 100 (Worksheet 1) Recap Bonds to 10 and 100 (Worksheet 2) Make a whole Activity Write decimals Write decimals Compare decimals Order decimals Activity Round decimals Round decimals Halves and quarters End of unit test (decimals) <p>Money (10 lessons)</p> <ul style="list-style-type: none"> Pounds and pence Ordering money Estimating money Recap Convert pounds and pence Recap Add money Recap Subtract money Recap Give change Activity Working with money Four operations End of unit test (money) <p>Time (10 lessons)</p> <ul style="list-style-type: none"> Recap Telling the time to 5 minutes Recap Telling the time to the minute Recap Using a.m. and p.m. Recap 24-hour clock Hours, minutes and seconds Years, months, weeks and days 	<p><u>Writing</u></p> <p>Refugee Narrative Immerse- 1. generate questions and make predictions What's the intended effect of this text? 2. identify the meaning of unfamiliar words. exploring vocabulary games 3. Enjoy, explore and respond to text. Analyse -preteach vocabulary, collect effective words to capture the mood of illustrations - teacher modelled write; examine the statement, 'they never go there any more, nor do they smile' - incidental write - personification poems, sequence the plot in the model text (p25). Adverb task. Identify language features of model text. Complete writer hints table. plan - using scaffolded sheet. Write -write a third person narrative based on model text. Revise and edit. Make additions, revisions and enhancements, using editing stations.</p> <p>Diary recount of foodbank day Balanced argument - refugee crisis How you can help a refugee – leaflet or blog (based on Michael Rosen book – Who are refugees and migrants?)</p> <p><u>Grammar & Punctuation</u> Statutory requirements Pupils should be taught to: * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * using the present perfect form of verbs in contrast to the past tense * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * using conjunctions, adverbs and prepositions to express time and cause * using fronted adverbials * learning the grammar for years 3 and 4 in English Appendix 2 * indicate grammatical and other features by: * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech</p> <p><u>Spelling</u> List 26 - The /s/ sound spelt c before 'i' and 'e' List 27 - Some words have similar spellings, root words and meanings.</p>	<p><u>Geography</u> Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, Field work: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Compare village life with life in the city - Hale village and Norris Green - compare with Ukraine. identify landmarks in liverpool and those destroyed in Ukraine. 1. Find Liverpool on a map - identify other locations like countries of the UK. 2. Identify countries known to children - popular holiday destinations and places our children have family - Russia, Poland, also add Ukraine, Use map pins on cork board map, 3. Look at landmarks</p> <p>European Geography unit.</p> <p><u>Design & Technology</u> Food - Healthy and Varied Diet <i>Making packed lunches</i> Pupils should be taught to: * understand and apply the principles of a healthy and varied diet * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><u>Art</u> Painting Using watercolours, thick paints and a variety of brushes and techniques. 3-D Relief work, hanging installations, models, artefacts and clay.</p> <p>Pupils should be taught: * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques,</p>	<p><u>RE</u></p> <p>New Life Know and understand: <ul style="list-style-type: none"> How good news brings life The new life of the Easter message is spread through the power of the Holy Spirit * Remembering, celebrating and responding to good news bringing life and the new life of the Easter message is spread through the power of the Holy Spirit</p> <p>Building Bridges Know and understand: <ul style="list-style-type: none"> Building bridges of friendship The importance of admitting wrong and being reconciled with one another and God *Remembering, celebrating and responding to building bridges of friendship and the importance of admitting wrong and being reconciled with one another and God.</p> <p>God's People Know and understand: <ul style="list-style-type: none"> Ordinary people who do extraordinary things – Explore Different saints show people what God is like – Reveal *Remembering, celebrating and responding to ordinary people who do extraordinary things and different saints who show us what God is like.</p> <p><u>Science</u></p> <p><u>Living things and their habitats</u> Statutory requirements Pupils should be taught to: * recognise that living things can be grouped in a variety of ways * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><u>Animals, including humans</u> Statutory requirements Pupils should be taught to:</p>

<ul style="list-style-type: none"> ● Activity Analogue to digital (first part of worksheet) ● Analogue to digital - 12 hour (second part of worksheet) ● Analogue to digital - 24 hour ● End of unit test (time) <p>Statistics (5 lessons)</p> <ul style="list-style-type: none"> ● Interpret charts ● Comparison, sum and difference ● Introducing line graphs ● Line graphs ● End of unit test (statistics) <p>Properties of shape (15 lessons)</p> <ul style="list-style-type: none"> ● Recap Turns and angles ● Recap Right angles in shapes ● Recap Compare angles ● Identify angles ● Compare and order angles ● Recap Recognise and describe 2-D shapes ● Activity Triangles ● Triangles ● Activity Quadrilaterals ● Quadrilaterals ● Activity Symmetry ● Recap Horizontal and Vertical ● Lines of symmetry ● Complete a symmetric figure ● End of unit test (properties of shape) <p>Position and direction (5 lessons)</p> <ul style="list-style-type: none"> ● Describe position ● Draw on a grid ● Move on a grid ● Describe movement on a grid ● End of unit test (position and direction) 	<p>List 28 – Some words have similar spellings, root words and meanings.</p> <p>List 29 - The prefixes 'super-' 'anti-' and 'auto-'</p> <p>List 30 - The prefix bi- meaning two</p> <p>List 31 - Challenge Words</p> <p>List 32 - Possessive apostrophes with plural words</p> <p>List 33 - Revision – spelling rules we have learned in Stage 4</p> <p>List 34 - Revision – spelling rules we have learned in Stage 4</p> <p>List 35 - Revision – spelling rules we have learned in Stage 4</p> <p>List 36 - Revision – spelling rules we have learned in Stage 4</p> <p><u>Handwriting</u> Pupils should be taught to: * 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 * 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 the ascenders and descenders of letters do not touch]. *Units 13 - 24 Nelson Handwriting.</p> <p><u>Guided Reading:</u> Dinosaur fact file The Butterfly lion Have you noticed this notice? Welcome to Heywood library Castles II Ice planet Icarus and Daedalus The battle of misty mountain Wish you were here</p>	<p>including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history.</p>	<ul style="list-style-type: none"> * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions * construct and interpret a variety of food chains, identifying producers, predators and prey. <p><u>Computing</u> Pupils should be taught to: * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><u>Music</u> Ukulele</p> <p><u>MFL - Spanish</u></p> <p><u>PE</u> Athletics * use running, jumping, throwing and catching in isolation and in combination Striking and Fielding skills. * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>
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