

Class 4 (2021/2022)

	Autumn 1 + 2 2021	Spring 1 + 2 2022	Summer 1 + 2 2022
Whole school theme	Our British Roots (History focus)	The Street beneath your feet (Geography focus)	(Science focus)
English	<p>Fiction:</p> <ul style="list-style-type: none"> • Street Child <p>Non-fiction:</p> <ul style="list-style-type: none"> • Biographies: Queen Victoria • Persuasive writing linked to Victorian inventions • Newspaper: The arrival of the Great British Railway <p>Poetry:</p> <ul style="list-style-type: none"> • Highway man 	<p>Fiction:</p> <ul style="list-style-type: none"> • Writing stories with a historical setting/dilemma <p>Non-fiction:</p> <ul style="list-style-type: none"> • Persuasion • Newspaper reports - Strikes/Riots in Uley • Non-chronological reports about life on the waterways <p>Poetry:</p> <ul style="list-style-type: none"> • Journey poems/poem comparison 	
Maths	<p>Number:</p> <ul style="list-style-type: none"> • Place Value • Four operations • Fractions <p>Focus times tables: Practising individual times tables up to 12 x 12</p>	<ul style="list-style-type: none"> • Decimal and percentages • Area, perimeter and volume • Converting units • Algebra and ratio and proportion <p><i>Statistics to be taught through Science units.</i></p>	<ul style="list-style-type: none"> • Identify and drawing angles • Exploring regular and irregular polygons • Revising calculating the area and perimeter of shapes. • Translation and coordinates • Time and reading timetables • Exploring money and converting units.

Light:

Can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

Can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Identify sources of light and explain that the Moon is not a source of light.

Working scientifically:

- Plan enquiries
- Report findings from enquiries
- Present findings in written forms such as displays and other presentations
- Identify scientific evidence that has been used to support ideas

Properties and changing materials

To compare and group together everyday materials on the basis of their properties, including their hardness, transparency and response to magnets by sorting and classifying materials according to their properties.

To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic by investigating thermal conductors and insulators.

To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic by investigating the best electrical conductors.

To compare and group together everyday materials on the basis of their electrical conductivity by investigating the best electrical conductors.

To know that some materials will dissolve in liquid to form a solution by investigating dissolving.

To compare and group together everyday materials on the basis of their solubility by investigating dissolving

To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating by separating different mixtures.

To demonstrate that dissolving, mixing and changes of state are reversible changes by separating different mixtures. To describe how to recover a substance from a solution by separating different mixtures.

Working scientifically:

- Plan and carry out investigations into the mixing and heating/cooling of solids & liquids
- Plan and carry out several investigations into solubility of different sugar forms exploring different solvents and temperatures with support
- Plan and carry out investigations into how changes in variables affect reactions

Living things and their habitats: Evolution

History	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Victorians, the industrial revolution and impact of the railways.</p> <ul style="list-style-type: none"> To put the Victorian period into historical context To use historical sources to find out about the Victorian period To find out about the life of Queen Victoria To think about why Victoria became such a popular monarch To find out about some famous Victorian inventions and explain how new inventions changed people's lives during the Victorian period To find out what the Industrial Revolution was and explain how Victorian Britain was changed by the Industrial Revolution To find out how the introduction of the railways changed travel and trade and explain different viewpoints about the new railways To find out what sort of jobs were taken by Victorian children and explore what life was like for Victorian working children To find out about typical crimes and punishments in the Victorian period and compare Victorian punishments to the modern-day justice system. 	<p>Local study: What caused the rise and fall of the wool trade in Uley?</p> <ul style="list-style-type: none"> Exploring why Uley was a successful location for the wool and cloth trade. Understanding the impact of the Industrial Revolution on the trade of cloth and wool across the UK. Understanding why transport links was significant to trade around Stroud and Gloucestershire area. Exploring boats which travelled on the canals and how aqueducts, locks and bridges worked. Exploring what life on the canal was like in the past Exploring what life was like to work in a working mill. Exploring the mills around the Uley area and what evidence of the woollen trade still exists in Uley today 	<p>Ancient Civilisation</p>
Geography	<p>Geography Skills & Enquiry: Map and atlas work</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons Can use four-figure grid references and find six-figure grid references. 	<p>Geographical Skills & Enquiry: Fieldwork & investigation</p> <ul style="list-style-type: none"> To understand what exportation means and explore where cloth was exported and traded across the world. To explore our local area linked to the history of the mills. To investigate the local area and how significant it was in relation to the local wool/cloth trade. 	<p>Geographical understanding: Comparative study strand Physical/ Human & Connection</p>

Computing	<p>E-safety units:</p> <ul style="list-style-type: none"> • Strong passwords • Privacy rules • Digital citizen pledge • Super digital citizen <p>Computing units: Unit 5.1 coding on purple mash</p>	<p>E-safety units:</p> <ul style="list-style-type: none"> • What's cyber bullying? <p>Computing units: Unit 5.8 Word processing</p>	<p>E-safety units:</p> <ul style="list-style-type: none"> • Picture perfect • Selling a stereotype • How to cite a site <p>Computing units:</p>
D+T	<p>Food technology making Christmas cakes for Y6 and yule logs with Y5</p> <p>Designing patterns and wallpaper based on William Morris work.</p>	<ul style="list-style-type: none"> • Making felt using techniques like the past • Making bookmarks using felt and sewing techniques. • Making bridges • Making a working water mill. 	
Art	<p>Researching Victorian art work with a focus on portraits. Looking at silhouettes, decoupage and to link with the industrial revolution work we will look at Lowry's work.</p>	<p>We are focussing on drawing skills and techniques this term. Tone, shading, 3D and line drawing. We will use these techniques to draw local buildings and landscapes</p>	
Music	<p><i>Representing the creation story through music.</i></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts using instruments and their voices. • Improvise and compose music inspired by the industrial revolution. • Listen and discuss different types of music such as jazz music 	<p><i>Represent the working mill through music</i></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts using instruments and their voices. • Improvise and compose music inspired by a working mill. 	
RE	<p>Major unit: Creation and Science Creation & science: conflicting or complementary? Minor unit: Incarnation Why do Christians believe Jesus was the Messiah? Harvest</p> <p>The value for this term is Trust</p>	<p>Major unit: The Gospels - How do Christians decide how to live? What would Jesus do?</p> <p>Minor unit: Salvation -What do Christians believe Jesus did to 'save' people?</p> <p>The value for this term is Perseverance</p>	<p>Kingdom of God: For Christians, what kind of king is Jesus?</p> <p>Comparative faith week: Why is the Torah so important to Jewish people?</p> <p>The value for this term is Truthfulness</p>

PHSE	<p>Autumn term 1 SCARF units: Me and My relationships Themes covered:</p> <ul style="list-style-type: none"> • Feelings • Emotions • Conflict • Resolution • Friendships <p>Autumn term 2: SCARF units: Valuing difference Includes a British Value focus</p>	<p>Spring term 1 SCARF units: Being my best Themes covered:</p> <ul style="list-style-type: none"> • Five ways to wellbeing • Associated risks • Basic first aid 	<p>Summer term 1: SCARF unit: Keeping myself safe.</p> <p>Summer term 2: SCARF Unit: Growing and changing - RSE Education Including covering science unit:</p> <ul style="list-style-type: none"> • Development from foetus to child • Growth: adolescences and puberty
PE	<ul style="list-style-type: none"> • Invasion games: Netball • Health activator <i>focusing on Mental health, physical activity and sleep.</i> • Dance 	<ul style="list-style-type: none"> • Hockey • Gym • Swimming 	<ul style="list-style-type: none"> • Athletics • OAA • Striking and fielding: Cricket • Swimming catch up programme
Language	<p>French Topic areas:</p> <ul style="list-style-type: none"> • All about Me (name; age/birthday and where you live, family, pets, hobbies, favourite colour etc.) • Celebrity Introductions (Interpreting a biography; Revising the words for European countries) • Numbers 0-40/60/100 • Using knowledge of numbers to perform basic calculations • Adjectives - colour 	<p>French Topic areas:</p> <ul style="list-style-type: none"> • Clothing • Buying clothes using Euros • Telling the time (afternoon/morning; o'clock) • Daily Routines* 	<p>French: Topic areas:</p> <ul style="list-style-type: none"> • Ma Maison - Rooms in a house; describing a home*
Enhancing the curriculum Visitors Trips	<ul style="list-style-type: none"> • Harvest festival • C4 L,L,F worship • Bike ability • History inspired trip 	<ul style="list-style-type: none"> • Morfa Bay trip • Topic inspired trip • Skillzone trip 	
Diversity opportunities	<p>Exploring diversity through the Little people big dreams series of books: learning about famous people from different backgrounds, religions, race and life experiences.</p>	<p>Exploring the importance of transport through rivers, canals on the impact of a countries' economy across the world.</p>	