

# Class 4 (2021/2022)

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

**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**

Can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

Can give reasons for classifying plants and animals based on specific characteristics.

Can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

**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.**

- 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.

**Local study: What caused the rise and fall of the wool trade in Uley?**

- 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

**Ancient Civilisation - Ancient Greece**

- Can sequence with independence the key events, objects, themes, societies and people and events in Ancient Greece
- Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance, evaluating the significance of the achievements and legacy of the Ancient Greeks.
- Can explain how and why it is possible to have different interpretations of the same event such as the Greek Olympics.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Geography</b></p>	<p><b>Geography Skills &amp; Enquiry: Map and atlas work</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Can use four-figure grid references and find six-figure grid references.</li> </ul>	<p><b>Geographical Skills &amp; Enquiry: Fieldwork &amp; investigation</b></p> <ul style="list-style-type: none"> <li>To understand what exportation means and explore where cloth was exported and traded across the world.</li> <li>To explore our local area linked to the history of the mills.</li> <li>To investigate the local area and how significant it was in relation to the local wool/cloth trade.</li> </ul>	<p><b>Geographical understanding: Comparative study strand Physical/ Human &amp; Connection</b></p> <ul style="list-style-type: none"> <li>Can locate cities, countries and regions of Europe and North and South America on physical and political maps.</li> <li>Can describe key physical and human characteristics and environmental regions of Europe and North and South America.</li> <li>Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</li> <li>Can describe what the climate of a region is like and how plants and animals are adapted to it.</li> <li>Compare the physical and human geographical features of the UK and Greece.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Computing</b></p>	<p><b>E-safety units:</b></p> <ul style="list-style-type: none"> <li>Strong passwords</li> <li>Privacy rules</li> <li>Digital citizen pledge</li> <li>Super digital citizen</li> </ul> <p><b>Computing units:</b> Unit 5.1 coding on purple mash</p>	<p><b>E-safety units:</b></p> <ul style="list-style-type: none"> <li>What's cyber bullying?</li> </ul> <p><b>Computing units:</b></p>	<p><b>E-safety units:</b></p> <ul style="list-style-type: none"> <li>Picture perfect</li> <li>Selling a stereotype</li> <li>How to cite a site</li> </ul> <p><b>Computing units:</b> Unit Spreadsheets</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>D+T</b></p>	<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"> <li>Making felt using techniques like the past</li> <li>Making bookmarks using felt and sewing techniques.</li> <li>Making bridges</li> <li>Making a working water mill.</li> </ul>	<ul style="list-style-type: none"> <li>Using different materials to design and create a Greek vase.</li> <li>Be familiar with some of the architectural features of Greek temples.</li> <li>Build a temple like the Parthenon out of card and art straws and include a statue of the resident god or goddess.</li> <li>Create a sandal out of leather/thick material and straps. Consider this question: Are these sandals fit for purpose?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Art</b></p>	<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>	<ul style="list-style-type: none"> <li>Make a theatre mask and decorate it in the style of the Ancient Greek theatre mask.</li> <li>Paint their Greek Vase</li> </ul>

<b>Music</b>	<p><i>Representing the creation story through music.</i></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts using instruments and their voices.</li> <li>Improvise and compose music inspired by the industrial revolution.</li> <li>Listen and discuss different types of music such as jazz music</li> </ul>	<p><i>Represent the working mill through music</i></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts using instruments and their voices.</li> <li>Improvise and compose music inspired by a working mill.</li> </ul>	<p><i>Represent a battle through music</i></p> <ul style="list-style-type: none"> <li>Creating a piece of music to represent a battle</li> <li>Listen and discuss music composed by Holst.</li> </ul>
<b>RE</b>	<p>Major unit: <b>Creation and Science</b> Creation &amp; science: conflicting or complementary? Minor unit: <b>Incarnation</b> Why do Christians believe Jesus was the Messiah? Harvest</p> <p>The value for this term is <b>Trust</b></p>	<p>Major unit: <b>The Gospels</b> - How do Christians decide how to live? What would Jesus do?  Minor unit: <b>Salvation</b> -What do Christians believe Jesus did to 'save' people?</p> <p>The value for this term is <b>Perseverance</b></p>	<p><b>Kingdom of God:</b> What kind of king is Jesus?  <b>Comparative faith week:</b> Why is the Torah so important to Jewish people?</p> <p>The value for this term is <b>Truthfulness</b></p>
<b>PHSE</b>	<p><b>Autumn term 1</b> SCARF units: <b>Me and My relationships</b> Themes covered:</p> <ul style="list-style-type: none"> <li>Feelings</li> <li>Emotions</li> <li>Conflict</li> <li>Resolution</li> <li>Friendships</li> </ul> <p><b>Autumn term 2:</b> SCARF units: <b>Valuing difference</b> Includes a British Value focus</p>	<p><b>Spring term 1</b> SCARF units: <b>Being my best</b> Themes covered:</p> <ul style="list-style-type: none"> <li>Five ways to wellbeing</li> <li>Associated risks</li> <li>Basic first aid</li> </ul>	<p><b>Summer term 1:</b> SCARF unit: <b>Rights and Responsibilities</b></p> <p><b>Summer term 2:</b> SCARF Unit: <b>Growing and changing</b> - RSHE Education Including covering science unit:</p> <ul style="list-style-type: none"> <li>Development from foetus to child</li> <li>Growth: adolescences and puberty</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Invasion games: Netball</li> <li>Health activator <i>focusing on Mental health, physical activity and sleep.</i></li> <li>Dance</li> </ul>	<ul style="list-style-type: none"> <li>Hockey</li> <li>Gym</li> <li>Swimming</li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> <li>OAA</li> <li>Striking and fielding: Cricket</li> <li>Swimming catch up programme</li> </ul>
<b>Language</b>	<p><b>French</b> Topic areas:</p> <ul style="list-style-type: none"> <li>All about Me (name; age/birthday and where you live, family, pets, hobbies, favourite colour etc.)</li> <li>Celebrity Introductions (Interpreting a biography; Revising the words for European countries)</li> <li>Numbers 0-40/60/100</li> <li>Using knowledge of numbers to perform basic calculations</li> <li>Adjectives - colour</li> </ul>	<p><b>French</b> Topic areas:</p> <ul style="list-style-type: none"> <li>Clothing</li> <li>Buying clothes using Euros</li> <li>Telling the time (afternoon/morning; o'clock)</li> <li>Daily Routines*</li> </ul>	<p><b>French:</b> Topic areas:</p> <ul style="list-style-type: none"> <li>That's tasty-</li> <li>learning about food and drinks</li> </ul>
<b>Enhancing the curriculum Visitors</b>	<ul style="list-style-type: none"> <li>Harvest festival</li> <li>C4 L,L,F worship</li> </ul>	<ul style="list-style-type: none"> <li>Morfa Bay trip</li> <li>Topic inspired trip</li> </ul>	<p>Year 6 Cathedral service Year 6 Leaver's Service</p>

Trips	<ul style="list-style-type: none"> <li>• Bike ability</li> <li>• History inspired trip</li> </ul>	<ul style="list-style-type: none"> <li>• Skillzone trip</li> </ul>	End of year service PC Mark Visit Maths and French day Pentecost day
Diversity opportunities	Exploring diversity through the Little people big dreams series of books: learning about famous people from different backgrounds, religions, race and life experiences.	Exploring the importance of transport through rivers, canals on the impact of a countries' economy across the world.	Exploring diversity through comparing learning about different religions during faith week.