

# 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)	(Geography focus)	(Science focus)
English	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>• Street Child</li> </ul> <p><b>Non-fiction:</b></p> <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> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• Highway man</li> </ul>		
Maths	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Four operations</li> <li>• Fractions</li> </ul> <p><b>Focus times tables:</b> Practising individual times tables up to 12 x 12</p>	<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> </ul> <p><i>Statistics to be taught through Science units.</i></p>	<ul style="list-style-type: none"> <li>• Identify and drawing angles</li> <li>• Exploring regular and irregular polygons</li> <li>• Revising calculating the area and perimeter of shapes.</li> <li>• Translation and coordinates</li> <li>• Time and reading timetables</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****Living things and their habitats: Evolution**

<b>History</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• To put the Victorian period into historical context</li> <li>• To use historical sources to find out about the Victorian period</li> <li>• To find out about the life of Queen Victoria</li> <li>• To think about why Victoria became such a popular monarch</li> <li>• To find out about some famous Victorian inventions and explain how new inventions changed people's lives during the Victorian period</li> <li>• To find out what the Industrial Revolution was and explain how Victorian Britain was changed by the Industrial Revolution</li> <li>• To find out how the introduction of the railways changed travel and trade and explain different viewpoints about the new railways</li> <li>• To find out what sort of jobs were taken by Victorian children and explore what life was like for Victorian working children</li> <li>• To find out about typical crimes and punishments in the Victorian period and compare Victorian punishments to the modern-day justice system.</li> </ul>	<p><b>Local study: What caused the rise and fall of the wool trade in Uley?</b></p>	<p><b>Ancient Civilisation</b></p>
<b>Geography</b>	<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>Geographical Skills &amp; Enquiry: Fieldwork &amp; investigation</p>	<p>Geographical understanding: Comparative study strand Physical/ Human &amp; Connection</p>

<b>Computing</b>	<b>E-safety units:</b> <ul style="list-style-type: none"> <li>• Strong passwords</li> <li>• Privacy rules</li> <li>• Digital citizen pledge</li> <li>• Super digital citizen</li> <li>• What's cyber bullying?</li> </ul> <b>Computing units:</b> Unit 5.1 coding on purple mash	<b>E-safety units:</b> <ul style="list-style-type: none"> <li>• Talking safely online (E-safety day)</li> <li>• You've won a prize</li> <li>• In the net performance</li> </ul> <b>Computing units:</b>	<b>E-safety units:</b> <ul style="list-style-type: none"> <li>• Picture perfect</li> <li>• Selling a stereotype</li> <li>• How to cite a site</li> </ul> <b>Computing units:</b>
<b>D+T</b>	Food technology making Christmas cakes for Y6 and yule logs with Y5  Designing patterns and wallpaper based on William Morris work.		
<b>Art</b>	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.		
<b>Music</b>	<i>Representing the creation story through music.</i> <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>		
<b>RE</b>	Major unit: <b>Creation and Science</b> Creation & science: conflicting or complementary? Minor unit: <b>Incarnation</b> Why do Christians believe Jesus was the Messiah? Harvest  The value for this term is <b>Trust</b>	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?  The value for this term is <b>Perseverance</b>	<b>Kingdom of God:</b> For Christians, what kind of king is Jesus?  <b>Comparative faith week:</b> Why is the Torah so important to Jewish people?  The value for this term is <b>Truthfulness</b>

<p style="text-align: center; color: red; font-weight: bold;">PHSE</p>	<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>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Includes money/living in the wider world/environment</li> </ul> <p><b>Spring term 2:</b>  SCARF unit: <b>Being my best</b></p> <ul style="list-style-type: none"> <li>• Includes having a healthy growth mindset and goal setting/achievement</li> </ul>	<p><b>Summer term 1:</b>  SCARF unit: <b>Keeping myself safe.</b></p> <p><b>Summer term 2:</b>  SCARF Unit:  <b>Growing and changing</b> - RSE 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>
<p style="text-align: center; color: red; font-weight: bold;">PE</p>	<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>• Net and wall: tennis</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>
<p style="text-align: center; color: red; font-weight: bold;">Language</p>	<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>• Ma Maison - Rooms in a house; describing a home*</li> </ul>
<p style="color: red; font-weight: bold;">Enhancing the curriculum Visitors Trips</p>	<ul style="list-style-type: none"> <li>• Harvest festival</li> <li>• C4 L,L,F worship</li> <li>• Bike ability</li> <li>• History inspired trip</li> </ul>		
<p style="color: red; font-weight: bold;">Diversity opportunities</p>	<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>		