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| Class 4 Summer – Odd Year |
| Subject | Learning Hook | Context | Prior Learning |
| History | Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically | Local history study: TBD | Understanding of chronology – Ancient Egypt, The Victorians, WW2, The Romans, The Vikings, The Stone age |
| Science | Investigate MaterialsInvestigate Light and SeeingWork scientifically | Reproduction: Reproduction in plants and animals (Bio) In this module children learn about reproduction in some types of plants and animals, including humans. This module should be taught after Module 1, The Circle of Life, as it builds on the learning about different types of animals and their life cycles begun during that unit. It also links closely with OCW, where children have opportunities to investigate and enquire practically into many aspects of the learning about reproduction in plants and animals that is the focus for this module. As they learn about plant reproduction children will extend their knowledge from Year 3 of the function of the different parts of flowering plants. They will also learn that plants can reproduce in other ways, through asexual reproduction. As they learn about reproduction in animals children will find out more about specific mammals, birds, insects and amphibians and how they reproduce. There are three lessons focusing on humans, one of which is about the complete human life cycle and two of which focus on puberty. These lessons can be taught to mixed or single gender groups, but all children should learn about changes in boys and girls. Understand plants (Y1, 2, 3, 4, 5, 6) Understand animals and humans (Y1, 2, 3, 4, 5, 6) Investigate living things (Y1, 2, 3, 4, 5, 6) When working scientifically, children carry out first-hand observation of flowering and other plants, and also use secondary sources of information. They group and classify living things according to similarities in reproduction processes. They also report and present findings from their enquiries in a variety of ways, including posters, fact cards and guides. Circle of life (Bio) In this module children build on earlier work from Key Stage 1 and from Year 3, where they learned about the life cycles of plants. They extend their understanding of what a life cycle is and learn about the life cycles of some familiar (and some less familiar) mammals, amphibians, insects and birds. Children compare and contrast different life cycles, identifying common features as well as explaining key differences. They use their knowledge of life cycles to help them as they create a fantastical creature of their own, complete with its own distinct life cycle. They learn about incredible journeys that some animals undertake to complete their life cycles, and about the different ways in which humans are supporting some endangered animals to increase their population numbers. When working scientifically during this module, children frequently use secondary sources of information, as they carry out their own investigations to answer a variety of science questions, with increasing independence. This should involve the use of quality non-fiction books, web-based material, Apps, etc. and might include a visit to a local zoo, wildlife park or animal collection to gather information more directly from recognised experts. Children report and present findings from their enquiries in a variety of ways, both orally and in written forms, drawing conclusions, identifying causal relationships and explaining their thinking. They consider evidence that has been used to support arguments, for example, as they learn about the work that has been done to protect the future of endangered animals. | Plants (growing plants) and animals (species and habitats) (KS1) Our changing world – plants (Y3/4) Human impact study (Y3/4) |
| Geography | Investigate patterns Communicate geographicallyInvestigate places  |  | Settlements (Stone Age, Romans and Anglo-Saxons)Local area studyMap SkillsThe Americas (Y5/6)Around the World (Y3/4) |
| Design and Technology | Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history  | Monitoring Devices* Describe what is meant by monitoring devices and provide an example.
* Explain briefly the development of thermometers from thermoscopes to digital thermometers.
* Research a chosen animal’s key information to develop a list of design criteria for an animal monitoring device.
* Write a program that monitors the ambient temperature and alerts someone when the temperature moves from a specified range.
* Identify errors (bugs) in the code and ways to fix (debug) them.
* State one or two facts about the history and development of plastic, including how it is now affecting planet Earth.
* Build a variety of brick models to invent Micro:bit case, housing and stand ideas, evaluating the success of their favourite model.
* Explain key pros and cons of virtual modelling vs physical modelling.
* Recall and describe the name and use of key tools used in Tinkercad (CAD) software.
 | Electric Charms (Year 3) |
| Art and Design | Develop ideas Master techniques Take inspiration from the greats | Photo opportunity* Explain how a new image can be created using a combination of other images.
* Understand what photomontage is and recognise how artists use photography.
* Select relevant images and cut them with confidence and a level of control.
* Demonstrate a competent knowledge of effective composition, discussing their ideas.
* Use recording devices and available software with confidence.
* Demonstrate a confident understanding of Edward Weston’s style through their artistic choices.
* Discuss the features of a design, e.g. explaining what is effective about a composition.
* Select a suitable range of props, considering the design brief and their initial ideas.
* Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.
* Use editing software to change their image, reflecting an artist’s style.
* Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.
* Set up a composition and think about a space that will provide good lighting levels.
* Take a portrait that is focused and appropriately framed.
* Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.
* Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.
* Create a final painting or drawing with tonal differences that create a photo-realistic effect.
 | Architecture (Y5) Computing – Digital imagery (Y1) Creating media: Video Trailers (Y3) |
| Religious Education | Understand beliefs and teachingsUnderstand practices and lifestylesUnderstand how beliefs are conveyedReflectUnderstand values | * Awaiting Opening World Resources
 | Understand beliefs and teachings (Y1,2,3,4, 5)Understand practices and lifestyles (Y1,2,3,4, 5)Understand how beliefs are conveyed (Y1,2,3,4, 5)Reflect (Y1,2,3,4, 5)Understand values(Y1,2,3,4, 5)  |
| Languages  | Read fluentlyWrite imaginativelySpeak confidently | Healthy Living (P)Spanish phonemes: alphabet CH, J, Ñ, LL, RR CA, CE, CI, CO, CU, B V CC GA GE GI GO GU QU Z,B, V, CC• Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in SpanishMe in the World (P)Spanish Phonemes/ alphabet: GA GE GI GO GU QU Z, B, V, CCSay and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map. Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid. Say and write something we do to help the planet. | Spanish Phonics (Y3/4/5)Presenting myself (Y3/4/5) |
| Physical Education | Develop practical skills in order to participate, compete and lead a healthy lifestyle | Outdoor adventure Athletics Dance | Gymnastics (Y3/4)Net and Wall (Y3/4)Invasion Games (Y3/4) |
| Computing | CodeCollectCommunicateConnect | Creating Media: Stop motion animation  Programming 2: Micro:bit   | Code (Y1,2,3,4, 5)Collect (Y1,2,3,4, 5)Communicate (Y1,2,3,4, 5)Connect (Y1,2,3,4, 5) |
| Maths | To use measuresTo use statisticsTo use algebraTo use decimalsTo understand the properties of shape | * Properties of shape
* Statistics
* Decimals
* Converting measures
 | Know and Use Numbers (Y3/4/5)Add and subtract (Y3/4/5)Multiply and divide (Y3/4/5)Use fractions (Y3/4/5) |
| English | Understand textsTranscribeComposeAnalysePresent | * Non-Fiction – Speech: Greta
* Fiction: Narrative - Adventure in Dystopian World Tyger
* Poetry - Narrative Poem - Hope-o-potamus
* Non-Fiction – Biography: David Attenborough
 | Understand texts (Y1,2,3,4)Transcribe (Y1,2,3,4)Compose (Y1,2,3,4)Analyse (Y1,2,3,4)Present (Y1,2,3,4) |
| PSHE | Internet safety and harms. Being a good citizen Mental well-beingRespectful relationships.Caring friendships. | TEAM This unit entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has. Moving to High School Pupils will learn about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school. They will also explore ways of managing these feelings. | TEAM (Y1,2,3,4) |
| Music | Perform Compose Transcribe Describe music | Theme and variations (Theme: Pop Art) Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ onto different instruments.Composing and performing a Leavers' songChildren spend the topic creating their very own leavers’ song personal to their experiences as a class. | Perform (Y1,2,3,4,5)Compose (Y1,2,3,4,5)Transcribe (Y1,2,3,4,5)Describe music (Y1,2,3,4,5) |