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| **Wibsey Web LogoYearly Learning Challenge Overview**  **Year 4 2021/2022** | | | | | | | | | | | | |
|  | **AUTUMN TERM** | | | | **SPRING TERM** | | | **SUMMER TERM** | | | | |
| **Prime Learning Challenge** | Is change permanent? | How did Titus Salt Impact Saltaire? | | | Could you survive in this biome? | | Why do our bodies break down food? | Would you like to be a Saxon? | | | | Who were the ancient Egyptians? |
| **English** | Reading / Writing / Spelling / Punctuation / Grammar | | | | | | | | | | | |
| **Writing** | Composition / Transcription / Analysis and presentation through the context of themed writing opportunities | | | | | | | | | | | |
| **Author focus / Text** | The Water Horse  Dick King Smith | Street Child Berlie Doherty | | | The Explorer  Katherine Rundell | | | Beowulf  Michael Morpurgo | | | | The Secrets of a Sun King |
| **Mathematics** | Place Value/decimal numbers (Money)  Addition and Subtraction | Multiplication and Division | | | Fractions including decimal numbers. | | Measurement including time | Geometry – Position and Direction  Geometry – Properties of Shapes | | | | Statistics |
| **Science** | States of matter | Electricity (Forces and Electricity) | | | Living Things and Their Habitats (Plants) | | Animals Including Humans | | | | | Sound (Light, Sound, Earth and Space) |
| **Computing** | E-safety | Digital Literacy | | | | | Information Technology | Computer Science | | | | |
| **Design and Technology** |  | Electrical and mechanical components. | | |  | | Textiles | Cooking and nutrition | | | |  |
| **History** | **Trip to Saltaire**  Saltaire: Local History Sir Titus Salt  Skills focus: Historical enquiry, organisation and communication | | | |  | |  | Anglo-Saxons and Scots  Britain’s settlement by Anglo-Saxons and Scots  Skills focus: Chronology | | | | The Egyptians  Study of a non-European society that provides contrasts with British history  Skills focus: Similarities and differences |
| **Geography** |  | | | | Physical Geography: Amazon rainforest  Study of a region in South America: climate zones  Biomes and vegetation belts | | UK and Europe  Skills focus: locational knowledge, physical features |  | | | |  |
| **Art and Design** | Printing – Victorian wallpaper –Take inspiration from William Morris tiles | Painting  Take inspiration from Hockney | | | Drawing Emily Dove | |  |  | | | | Clay – Canopic jars |
| **Music** | Singing/rhythm Wider opportunities: woodwind and brass | | | | | | | | | | | |
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| **PE –games, gym, dance** | Football | Basketball | | | Gymnastics | | Netball | Striking/Fielding | | | | Athletics |
| **RE** | How are important events remembered? Judaism, Sikhism, Hinduism, ref to Paganism & Ancient Civilisations | | | | What faiths are shared in our country? Christianity, Islam, Judaism and non-religious world views | | | How do the Five Pillars guide Muslims? Islam | | Why are Gurus at the heart of Sikh belief and practice? Sikhism | | |
| **Spanish** | Phonetics 2 (LA)  Welcome to our school | | Family | Frida Kahlo  Body parts  Opinions | | Personal descriptions | | | Habitats | | South America/Habitats  Weather | |
| **WSFL** | Managing Relationships  Communicating Clearly | | Effective Decision Making | Goal Setting  Managing Media | | Developing a Healthy Lifestyle  Understanding Rights and Responsibilities | | | Managing Finances  Engaging in the Community | | Coping With Life  Thinking | |
| **BLP Muscle** | Reasoning  Perseverance – stuck prompts  Imitation | Collaboration  Questioning  Making Links  Noticing | | | Perseverance  Imagining  Absorption  Imitating | | Revising  Planning  Reasoning | Absorption  Reasoning  Managing Distractions | | | | Revising  Planning  Capitalising |