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| **Wibsey Web LogoYear Group: 4 Yearly Learning Challenge Overview 2022 / 2023** |
|  | **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
| **Prime Learning Challenge** | Where does the Water Cycle start? | How did the industrial revolution affect life today? | Why did the Anglo-Saxons choose to settle in Britain? | Why is the digestive system so important to the human body? | Why was the River Nile so important to the Egyptians? | How have the Ancient Egyptians shaped our lives today? |
| **Subject Driver** | Geography | History | History | Geography | History  | History / Geography |
| **English** Word ReadingComprehension | Word Reading * Developing fluency
* Applying phonic knowledge to unfamiliar words.
* Apply growing knowledge of root words prefixes and suffixes.
* Reading further exception words.

ComprehensionRetrieval* Locate and identify key information using text marking
* Make notes using information in the text

Inference* Make inferences - actions or events

Techniques and language* How language, structure and presentation contribute to meaning

Text structure and organization* Experience a wider range of text structures and writing for different purposes
* Paragraphs –use of to organise and build up ideas
 | Word Reading * Developing fluency
* Applying phonic knowledge to unfamiliar words.
* Apply growing knowledge of root words prefixes and suffixes.
* Reading further exception words.

ComprehensionRetrieval* Locate and identify key information using text marking
* Locating information using non-fiction features
* Make notes using information in the text

Inference* Make inferences - actions or events
* Use clues from actions, dialogue and descriptions to establish meaning
* Predicting

Techniques and language* Author’s use of figurative language
* Meaning of words in context.
* Personal responses to texts, showing some awareness of the writer’s viewpoint

Text structure and organization* Wider range of text structures and writing for different purposes

Identifying main ideas drawn from more than one paragraph and summarizing  | Word Reading * Developing fluency
* Applying phonic knowledge to unfamiliar words.
* Apply growing knowledge of root words prefixes and suffixes.
* Reading further exception words.

ComprehensionRetrieval* Locate and identify key information using text marking
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Techniques and language* Meaning of words in context.

Text structure and organization* Wider range of text structures and writing for different purposes
* Identifying main ideas drawn from more than one paragraph and summarizing
 | Word Reading * Developing fluency
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* Apply growing knowledge of root words prefixes and suffixes.
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ComprehensionRetrieval* Locate and identify key information using text marking
* Locating information using non-fiction features
* Make notes using information in the text

Inference* Make inferences about actions or events
* Use clues from actions, dialogue and descriptions to establish meaning
* Predicting

Techniques and language* Author’s use of figurative language
* Meaning of words in context.
* Personal responses to texts, showing some awareness of the writer’s viewpoint
* Use of language to create moods or tension

Text structure and organization* Experience a wider range of text structures and writing for different purposes

Identify main ideas drawn from more than one paragraph and summarizing | Word Reading * Developing fluency
* Applying phonic knowledge to unfamiliar words.
* Apply growing knowledge of root words prefixes and suffixes.
* Reading further exception words.

ComprehensionRetrieval* Locate and identify key information using text marking
* Locating information using non-fiction features
* Make notes using information in the text

Inference* Make inferences about actions or events
* Use clues from actions, dialogue and descriptions to establish meaning
* Predicting

Techniques and language* Meaning of words in context.
* Personal responses to texts, showing some awareness of the writer’s viewpoint
* Express personal preferences for books, authors or themes and give reasons

Text structure and organization* Experience a wider range of text structures and writing for different purposes

Evaluate effectiveness of texts  | Word Reading * Developing fluency
* Applying phonic knowledge to unfamiliar words.
* Applying growing knowledge of root words prefixes and suffixes.
* Reading further exception words.

ComprehensionRetrieval* Locate and identify key information using text marking
* Locating information using non-fiction features
* Make notes using information in the text

Inference* Make inferences about actions or events
* Use clues from actions, dialogue and descriptions to establish meaning
* Predicting

Techniques and language* Author’s use of figurative language
* Meaning of words in context.
* Personal responses to author’s style and use of language
* Use of language to create moods or tension

Text structure and organization* Experience a wider range of text structures and writing for different purposes

Evaluate effectiveness of texts |
| **Writing** Grammar Punctuation Spelling Forms of writing | Forms of Writing* Diary
* Narrative – story ending
* Non-chronological report

Composition* Planning – discussing similar writing and recording own ideas
* Drafting and writing – compose, progressively building a varied and rich vocabulary and an increasing range of sentence structures / create settings, characters and plots in a narrative / organize paragraphs round a theme / headings and sub-headings
* Evaluating and editing –spelling, punctuation and grammar
* Proofread for errors
* Reading aloud

Grammar and Punctuation* Expanded noun phrases
* Fronted adverbials
* Co-ordinating and subordinating conjunctions
* Possessive apostrophes
* Formal / informal language
* Inverted commas

SpellingPrefixes (in, un, dis, mis, il, im, ir) | Forms of Writing* Recount
* Letter
* Poetry

Composition* Planning – discussing similar writing and recording own ideas
* Drafting and writing – compose, progressively building a varied and rich vocabulary and an increasing range of sentence structures / create settings, characters and plots in a narrative / organize paragraphs round a theme / headings and sub-headings
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* Proofread for errors
* Reading aloud

Grammar and Punctuation* Clauses and introduction to subordination
* Pronouns for cohesion and to avoid repetition
* Possessive pronouns
* Specific determiners
* Apostrophe for contraction
* Comma after fronted adverbial

SpellingPrefixes (re, sub, inter, super, anti, auto) | Forms of Writing* Character description
* Letter
* Narrative

Composition* Planning – discussing similar writing and recording own ideas
* Drafting and writing – compose, progressively building a varied and rich vocabulary and an increasing range of sentence structures / create settings, characters and plots in a narrative / organize paragraphs round a theme / headings and sub-headings
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Grammar and Punctuation* Comma to mark and separate clauses
* Present perfect
* Informal and formal language
* Prepositions
* Plurals – nouns ending in ‘y’
* Verbs – ending in ‘y’
* Expanded noun phrases

SpellingSuffixes (ation, ly, sure/ture, sion, us, tion) | Forms of Writing* Postcard
* Instructions

Composition* Planning – discussing similar writing and recording own ideas
* Drafting and writing – compose, progressively building a varied and rich vocabulary and an increasing range of sentence structures / create settings, characters and plots in a narrative / organize paragraphs round a theme / headings and sub-headings
* Evaluating and editing –spelling, punctuation and grammar
* Proofread for errors
* Reading aloud

Grammar and Punctuation* Formal / informal language
* Plural nouns
* Starting sentences with ‘ing’
* Comparative and superlative adjectives
* Standard English form for verb inflections
* Possessive and contractive apostrophes
* Possessive apostrophe – for regular singular and plural nouns
* Imperative verbs

SpellingSuffixes (ssion, cian), words with k/ sound spelt ch, words with sh/ sound spelt ch, words with s/ sound spelt sc | Forms of Writing * Comparison text
* Advert / brochure

Composition* Planning – discussing similar writing and recording own ideas
* Drafting and writing – compose, progressively building a varied and rich vocabulary and an increasing range of sentence structures / create settings, characters and plots in a narrative / organize paragraphs round a theme / headings and sub-headings
* Evaluating and editing –spelling, punctuation and grammar
* Proofread for errors
* Reading aloud

Grammar and Punctuation* Repetition to persuade
* Prefixes
* Synonyms
* Standard English
* Present perfect tense
* Apostrophe for contraction

Spelling\* Suffixes beginning with vowels to polysyllabic words \* The /I/ sound spelt y elsewhere than at the end of words \* The /^/ sound spelt ou | Forms of Writing * Setting description
* Diary

Composition* Planning – discussing similar writing and recording own ideas
* Drafting and writing – compose, progressively building a varied and rich vocabulary and an increasing range of sentence structures / create settings, characters and plots in a narrative / organize paragraphs round a theme / headings and sub-headings
* Evaluating and editing –spelling, punctuation and grammar
* Proofread for errors
* Reading aloud

Grammar and Punctuation* Fronted adverbials
* Expanded noun phrases
* Adverbs
* Subordinating / co-ordinating conjunctions
* Direct speech – use of comma
* Proper nouns – use of capital lettters

SpellingHomophones/near homophones \* Words with ei, eigh or ey |
| **Text of term / Author Focus** | Water Horse – Dick King Smith | Street Child – Berlie Doherty | Beowulf – ComicAndy Randall | The Explorer – Katherine Rundall | Gods and Goddesses of Ancient Egypt  Morgan E-Moroney | The Secrets of a Sun King – Emma Carroll |
| **Mathematics** | Place Value * Numbers beyond 1000 – order and compare
* Negative numbers
* Decimal numbers (Money)
* Place value of digits in 4 digit numbers
* Count in mulitples of 6,7,9,25

Roman NumeralsUp to 100 | Addition and Subtraction * Bar Models
* Numbers beyond 1000
* Column addition and column subtraction (to 4 digits)
* Carrying and Exchanging
* Checking by estimation and inverse

Statistics * Discrete and continuous data
* Pictograms
* Bar Graphs
* Time graphs
* Interpreting – comparison, sum and difference
 | Geometry* Position and Direction
* Turns

Multiplication and Division * Recall multiplication / division facts up to 12x12
* Factor pairs
* Repeated Addition
* Arrays
* Grid Method (HTUxU, TUxU)
* Expanded Short multiplication
* Short multiplication
* Grouping on a Number Line
* Bus stop method

Geometry* Describe positions on a 2-D grid as coordinates in the first quadrant
* Describe movements between positions as translations of a given unit to the left/right and up/down
* Plot specified points and draw sides to complete a given polygon
 | Fractions* Fractions of amounts, objects and shape – problem solving
* Order and Compare Fractions
* Add and Subtract two or more fractions with same denominator
* Common equivalent fractions
* Decimal equivalents to common fractions
* Tenths / hundredths and decimal equivalents
* Comapre decimals (to 2 dp)
* Round decimals to nearest whole number

Time * Analogue, 24hr clock (to the nearest minute) – read, write and convert
* Problem solving involving converting hours to minutes / minutes to seconds / years to months/ weeks to days
 | Geometry * 2D and 3D Shapes
* Quadrilaterals and Triangles – compare and classify
* Angles – acute and obtuse, comparing right angles
* Lines of symmetry – in 2D shapes and in different orientations
* Turns
 | Measure* Temperature
* Length – including perimeter
* Mass
* Capacity and Volume – including area of rectilinear shapes
* Money

For the above:* Convert between different units of measure

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| **Science** | States of Matter * Solids, liquids and gases – compare and group materials
* Heating and cooling – changing states of matter
* Water cycle – evaporation and condensation
 | Electricity* Uses of electricity
* Construct a simple series electrical circuit
* Switches
* Conductors and insulators
 |  | Animals Including Humans * The Digestive System
* Teeth
* Food chains
 | Living Things and Their Habitats; Plants* Grouping living things
* Classification keys
* Changing environments
 | Sound* How sounds are made
* How sound travels
* Investigating pitch and volume
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| **History**  |  | Local History Study* The Industrial Revolution
* Saltaire and Titus Salt
 | Britain’s Settlement by Anglo-Saxons Invasions* Homes and farming
* Changes in technology
* Christian Conversion
 |  | Ancient Egyptians* Homes, Farming, Technology
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| **Geography** | Rivers* Main rivers of the world and UK
* Life cycle of a river
* The River Wharfe
 |  |  | South America* The political geography of South America
* Biomes and vegetation belts
* Study of a region in South America - The Amazon Rainforest
* The Amazon River
 |  | Rivers - review* The River Wharfe
* Similarities and differences – the River Wharfe, Amazon and Nile
 |
| **Design and Technology**DesignMakeEvaluate |  | Electrical and Mechanical Components* Understand and use mechanical systems in their product
* Understand and use electrical systems in their products
 | Cooking and Nutrition Healthy Biscuit* Principles of a healthy and varied diet
* Seasonality
 |  | Textiles Pencil Case* Joining techniques
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| **Art and Design** | Drawing and Pencil Skills Artist: Emily Dove | PaintingArtist: David Hockney (Post card) |  | PrintingArtist - William Morris (Rainforest design) |  | Sculpture Canopic Jars |
| **Computing** | Computer science* Use sequence, selection and repetition in programs to use and manipulate varibles
* Simple algorithms

Units4:1 Coding | E-Safety* The safe, respectful and responsible use of technology
* Recognise acceptable/unacceptable behavior

Units4.2– On-line safety | Digital literacy* Using different devices and software for collaborative work.

IT* Select, use and combine a variety of software.

Units4.3 – Spreadsheets | IT* Use search technologies effectively and appreciate how results are selected and ranked

Computer science* Use sequence, selection and repetition in programs to use and manipulate variables.
* How simple algorithms work

Units4.4 – Writing for different audiences | Digital literacy* Understands that networks and the internet are used to share content.

IT* Select, use and combine a variety of software.

Units4.5 - Logo4.6 – Animation | IT* Use search technologies effectively and appreciate how results are selected and ranked.

Digital Literacy* Understand that networks and the internet are used to share content.

Units* 1. – Effective search
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| **Music** | **Play and Perform**: focus on developing accuracy / fluency / control / expression**Improvise and Compose** – for a range of purposes**Listen** – with increasing attention to detail and increasing aural memory**Use and understand** - staff and other musical notation**Appreciate and understand** – exposure to a wide range of live and recorded music from different traditions and form great composers and musicians**History of music** |
| Singing – rhythm Wider opportunities: Woodwind and brassBMAS | Singing – rhythm Wider opportunities: Woodwind and brassChristmas productionBMAS | Singing – rhythm Wider opportunities: Woodwind and brassBMAS | Singing – rhythm Wider opportunities: Woodwind and brassEaster productionBMAS | Singing – rhythm Wider opportunities: Woodwind and brassBMAS | Singing – rhythm Wider opportunities: Woodwind and brassBMAS |
| **PE** GamesGymnasticsDance | Class | Invasion Games* Throwing, passing, striking and dribbling a range of equipment using the correct technique during larger team games
 | Gymnastics* Create an increasing range of controlled movements using a combination of flexibility, strength, technique and balance, and use these elements to make refinements
 | Dance* Incorporating techniques involving advancing / retreating, mirroring and body connection to group performances
 | Cricket* Throwing, passing and striking a range of equipment using the correct technique during larger team games
 | Athletics* Running, varying pace and technique according to distance – individually and in relay races
* Developing co-ordination, balance and strength whilst performing different types of jumping and throwing
 | OrienteeringMore complex orienteering |
| PPA | Gymnastics* Developing controlled movements using a combination of flexibility, strength, technique and balance
 | Dance* Techniques of advancing / retreating, mirroring and body connection
 | Invasion Games* Developing ball skills - throwing, passing and catching
 | Athletics* Developing throwing and jumping techniques
 | Gymnastics* Create an increasing range of controlled movements using a combination of flexibility, strength, technique and balance, and use these elements to make refinements
 | Invasion Games* Throwing, passing, striking and dribbling a range of equipment using the correct technique during larger team games
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| **RE** | Important events and how they are rememberedJudaism, Sikhism, Hinduism, ref to Paganism & Ancient Civilisations | The different faiths shared in our countryChristianity, Islam, Judaism and non-religious world views | Muslims and the five pillarsIslam | Sikh belief and practiceSikhism |
| **Spanish** | **Listening –** Understand familiar spoken words and phrases in short dialogues and stories.**Speaking** – Say simple phrases and ask and answer a question.**Reading** - Read and understand a range of familiar phrases in Spanish.**Writing** – Write simple words, phrases and sentences in Spanish. |
| **Phonics**[h] [j] [ll] [que]**Vocabulary**Nouns for family members and pets, more adjectives to describe character and personal descriptions**Grammar** tener, questions with cómo, connectives – pero, también, y, ser in 3rd person singular, adjectival agreement in sentences describing character, possessive pronouns “mi/mis” “tu/tus”. Questions – Cómo and using rising intonation.**Describing family and pets** | **Phonics** [h] [j] [ll] [que]**Vocabulary** Weather nouns, habitat nouns, animal nouns, compass points.**Grammar** hay, indefinite articles, sentence structure and word order, questions - ¿Qué hay? ¿Te gusta? **South America and its habitats** | **Phonics** [h] [ñ] [v] [c] [ga] [go] [gu]**Vocabulary** Nouns and adjectives to describe Frida Kahlo’s pictures, face and body parts, personal descriptions, giving justified opinions.**Grammar** hay, regular -AR and -ER verb conjugations, verb “hacer” for weather phrases**Describing a picture and giving opinions** |
| **WSFL** | Managing RelationshipsCommunicating Clearly | Goal SettingManaging Media | Effective Decision Making | Developing a Healthy LifestyleUnderstanding Rights and Responsibilities | Managing FinancesEngaging in the Community | Coping With LifeThinking |
| **BLP Muscle** | ReasoningPerseverance – stuck promptsImitation | CollaborationQuestioningMaking LinksNoticing | PerseveranceImaginingAbsorptionImitating | Revising PlanningReasoning | AbsorptionReasoningManaging Distractions | Revising PlanningCapitalising |
| **CLE** | Planned CLE – Trip to Bolton Abbey | Planned CLE – Trip to Salts Mill |  |  | Planned CLE – Trip to Bagshaw Museum |  |