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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 Reading  Comprehension | | Word Reading   * Developing fluency * Applying phonic knowledge to unfamiliar words. * Apply growing knowledge of root words prefixes and suffixes. * Reading further exception words.   Comprehension  Retrieval   * 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.   Comprehension  Retrieval   * 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.   Comprehension  Retrieval   * 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.   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.   Comprehension  Retrieval   * 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.   Comprehension  Retrieval   * 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.   Comprehension  Retrieval   * 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   Spelling  Prefixes (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 * Evaluating and editing –spelling, punctuation and grammar * 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   Spelling  Prefixes (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 * Evaluating and editing –spelling, punctuation and grammar * Proofread for errors * Reading aloud   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   Spelling  Suffixes (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   Spelling  Suffixes (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   Spelling  Homophones/near homophones \* Words with ei, eigh or ey |
| **Text of term / Author Focus** | | Water Horse – Dick King Smith | Street Child – Berlie Doherty | Beowulf – Comic  Andy 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 Numerals  Up 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 |
| **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 |
| **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 | |
| **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**  Design  Make  Evaluate | |  | 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 |  |
| **Art and Design** | | Drawing and Pencil Skills  Artist: Emily Dove | Painting  Artist: David Hockney (Post card) |  | Printing  Artist - William Morris (Rainforest design) |  | Sculpture  Canopic Jars |
| **Computing** | | Computer science   * Use sequence, selection and repetition in programs to use and manipulate varibles * Simple algorithms   Units  4:1 Coding | E-Safety   * The safe, respectful and responsible use of technology * Recognise acceptable/unacceptable behavior   Units  4.2– On-line safety | Digital literacy   * Using different devices and software for collaborative work.   IT   * Select, use and combine a variety of software.   Units  4.3 – 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   Units  4.4 – 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.   Units  4.5 - Logo  4.6 – 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 |
| **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 brass  BMAS | Singing – rhythm  Wider opportunities: Woodwind and brass  Christmas production  BMAS | Singing – rhythm  Wider opportunities: Woodwind and brass  BMAS | Singing – rhythm  Wider opportunities: Woodwind and brass  Easter production  BMAS | Singing – rhythm  Wider opportunities: Woodwind and brass  BMAS | Singing – rhythm  Wider opportunities: Woodwind and brass  BMAS |
| **PE**  Games  Gymnastics  Dance | 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 | Orienteering  More 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 |
| **RE** | | Important events and how they are rememberedJudaism, Sikhism, Hinduism, ref to Paganism & Ancient Civilisations | | The different faiths shared in our country  Christianity, Islam, Judaism and non-religious world views | | Muslims and the five pillars  Islam | Sikh belief and practice  Sikhism |
| **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 Relationships  Communicating Clearly | Goal Setting  Managing Media | Effective Decision Making | 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 |
| **CLE** | | Planned CLE – Trip to Bolton Abbey | Planned CLE – Trip to Salts Mill |  |  | Planned CLE – Trip to Bagshaw Museum |  |