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| **Wibsey Web LogoYear Group: 4 Yearly Learning Challenge Overview 2023 / 2024** |
|  | ***AUTUMN TERM*** | ***SPRING TERM*** | ***SUMMER TERM*** |
| ***Prime Learning Challenge*** | *Why is the Rainforest described as the lungs of the Earth?* | *How did the Industrial Revolution affect the life of Bradford today?* | *Where do rivers start and finish?* | *What made the Anglo-Saxons chose to settle in Britain?* | *Who was the most significant ruler Tutankhamun or Hatshepsut?* | *Why was the River Nile so important to the Egyptians?* |
| ***Subject Driver*** | *Geography* | *History* | *Geography* | *History* | *History* | *History/Geography* |
| ***English – Reading******Text of the Term*** | *The Explorer – Katherine Rundall*  | *Street Child – Berlie Doherty* | *Water Horse – Dick King Smith* | *Beowulf – Andy Randall (Comic Version)* | *The Secrets of a Sun King – Emma Carroll*  | *Gods and Goddesses of Ancient Egypt – Moran E-Moroney* |
| ***Wider Curriculum Texts*** ***(Curricular Links)*** | *Little People Big Dreams - David Attenborough* *You Vs The World Bear Grylls Guide to Never Giving Up – Bear Grylls* | *Who Was Thomas Alva Edison? – Margaret Frith**Oliver Twist – Charles Dickens* | *Our Planet – David Attenborough**Once Upon a Raindrop- James Carter*  | *St Augustus* *Anglo Saxon Boy – Tony Bradman**You wouldn’t want to be an Anglo-Saxon peasant – Jacqueline Morley* | *Howard Carter* *The Discovery of the tomb of Tutankhamun*  | *Cinderella of the Nile – Beverley Naidoo* |
| ***Writing Purpose*** | *Setting Description**Non-Chronological Report*  | *Letter* *Recount* | *Diary**Narrative*  | *Postcard* *Letter* | *Comparison Text* *Advert* | *Character Description**Story Opening*  |
| ***Mathematics*** | *Place Value**Week 1 – 5**Addition and Subtraction**Week 6 & 7*  | *Addition and Subtraction* *Week 1 – 2**Measure – Area* *Week 3**Multiplication and Division A**Week 4 – 6*  | *Multiplication and Division B**Week 1 - 3**Measure – Length and Perimeter**Week 4 & 5**Fractions**Week 6* | *Fractions**Week 1 - 3**Decimals A –* *Week 4 & 5* | *Decimals B* *Week 1 - 3**Measurement – Money Week 4 & 5* *Time - Week 6 & 7* | *Geometry shape – Week 1 & 2**Statistics –* *Week 3 & 4**Position and Direction* *Week 5 & 6*  |
| ***Science******(including enquiry focus)*** | *Living Things and Their Habitats; Plants** *Grouping living things*
* *Classification keys*
* *Changing environments*

*Scientific Enquiry – Identifying, Grouping and Classifying, Research* | *Electricity** *Uses of electricity*
* *Construct a simple series electrical circuit*
* *Switches*
* *Conductors and insulators*

*Scientific Enquiry – Comparative/Fair Testing*  | *States of Matter* * *Solids, liquids and gases – compare and group materials*
* *Heating and cooling – changing states of matter*

*Water cycle – evaporation and condensation**Scientific Enquiry – Comparative/Fair Testing, Observation over time* | *Animals Including Humans* * *The Digestive System*
* *Teeth*

*Food chains**Scientific Enquiry – Observation over time, Research*  | *Animals Including Humans* * *The Digestive System*
* *Teeth*

*Food chains**Scientific Enquiry – Identifying, Grouping and Classifying.*  | *Sound** *How sounds are made*
* *How sound travels*
* *Investigating pitch and volume*

*Scientific Enquiry – Comparative/Fair, Pattern Seeking* |
| ***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******(including fieldwork)*** | *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** *Main rivers of the world and UK*
* *Life cycle of a river*

*The River Wharfe**Catch up - Climate data over the year (temperature and rainfall). Link with work on rivers – The Amazon and The River Wharfe. Compare temperature and rainfall data over the year in the different locations.* |  |  | *Rivers - review** *The River Wharfe*
* *Similarities and differences – the River Wharfe, Amazon and Nile*
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| ***Design and Technology*** | *Textiles* * *Joining techniques*
 | *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* |  |  |
| ***Art and Design******Artist Focus*** |  | *Painting**Artist: David Hockney (Post card)**Architect Focus – William Mawson* | *Drawing and Pencil Skills* *Artist: Emily Dove* |  | *Sculpture* *Canopic Jars**Focus – Robert Spira*  | *Printing**Artist - William Morris (Rainforest design)* |
| ***Computing*** | *Computer science** *Use sequence, selection and repetition in programs to use and manipulate varibles*
* *Simple algorithms*

*Units**4:1 Coding + 1 week of 4.2 Online Safety*  | *E-Safety** *The safe, respectful and responsible use of technology*
* *Recognise acceptable/unacceptable behavior*

*Units**4.2– On-line safety & Unit 4.3 Spreadsheets*  | *Digital literacy** *Using different devices and software for collaborative work.*

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

*Units**4.3 – Spreadsheets & Unit 4.4 Writing for Different Audiences*  | *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 & Unit 4.5 Logo* | *Digital literacy** *Understands that networks and the internet are used to share content.*

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

*Units**4.6 – Animation**4.7 Effective Search* | *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 & Unit 4.8 Hardware Investigators*
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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 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***  | ***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**Catch up - Evaluate own sequence of movements and make simple improvements* | *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**Catch up - Evaluate own sequence of movements and make simple improvements* | *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******(Place of Worship visit)*** | *Important events and how they are remembered Judaism, 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*** | *Developing a Healthy Lifestyle* | *Effective Decision Making* | *Managing Relationships* | *Managing Finances* | *Understanding Rights and Responsibilities* | *Engaging in the Community* |
| ***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* |
| ***Core Learning Experience*** | *Tropical World* | *Saltaire – Salts Mill* | *Rivers Fieldwork**Linton Falls**Bolton Abbey**Burnsall**Otley Chevin* |  | *Bagshaw Museum*  | *Gurdwara Visit* |