++r

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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* | |
| ***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* |
| ***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* |
| ***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* |