**Year Group:4**

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| **History**  **As historians we want to know and remember Knowledge - the key events that lead up to, and take place during WW2. We will research a Local WW2 study and what life would have been like. We will find out about the Blitz and which areas were affected. In addition, we will learn about the effects of air raids and the causes of evacuation and we will put together a timeline of events that happened during WW2.**  **Vocabulary -World War, timeline, Blitz, Bomb, evacuation, evacuees, rationing, timeline**  **Skills**  **Children place the time studied on a timeline, use terms related to that period, use evidence to reconstruct life in the time studied, and begin to develop chronologically secure knowledge and understanding of the period.** | **Geography**  **As geographers we want to know and remember**  **Knowledge - Where WW2 took place. We will learn the names of the countries in the Allied and Axis powers during the war. We will focus on identifying the continent that each of the countries are in, the children are challenged to find these countries using an atlas.**  **Vocabulary-Axis, allied, continent, country**  **Skills**  **To build their knowledge of the United Kingdom and the wider world** | **Art and Design**  **As artists we want to know and remember As budding artists, we will follow the Kapow scheme of Art to look at elements of art texture through charcoal mark making and texture and pattern. We will also closely look at Anderson shelters and use our drawing skills to create World War 2 pictures.**  **Vocabulary**  **charcoal, texture, pattern, Anderson shelters**  **Skills**  To experiment with and combine materials and processes to design and make 3D form.  To analyse and describe how artists use and apply form in their work.  To begin to sculpt clay and other moldable materials. |
| **Music**  **As musicians we want to know and remember**  **Blackbird—6 weeks of work around The Beatles song Blackbird. Listening to and appraising songs, progressive warm up games, improvising with instruments and composing parts of music.**  **Vocabulary songwriter, lyrics, music, tempo, rhythm, beat, instruments, improvising, composing**  **Skills**  **To sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day–a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).**  **• Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).**  **• Perform a range of songs in school christmas play** | **Topic: World War 2**  **Question driver:**  ***What was it like for people living in this area during the war?***  **Project\ purpose: Evacuee Day - Victoria Tunnel- Ouseburn** | **PE**  **As sports people we want to know and remember gymnastics and quicksticks skills. In our gymnastics lessons children will be improving their agility, balancing on different apparatus and rolling with control. In Quicksticks children will improve and use their games skills which involves passing, receiving and shooting the ball. They will learn to play as a team.**  **Vocabulary: active, healthy, agility, balance, perseverance, strength, footwork, ball control, endurance, rules, perform, body shapes, pass, receive, shoot**  **Skills**  **To perform a range of rolls with control and a balance with control. Landing with increasing control. Perform a routine which includes a range of body shapes and equipment. Use and apply ball skills in a game of Quicksticks. Pass, receive and shoot a ball.** |
| **PSHCE**  **As citizens of our community and the wider world we want to know and remember In our Jigsaw lessons, we will be learning about Relationships. We will be covering how to make friends, solving friendship problems, helping others to feel part of a group, showing respect and what makes a good relationship. We will encourage children to express their thoughts, opinions and feelings throughout each session.**  **Vocabulary friendships, relationships, respect, celebration, opinions, memories, conflict, points of view**  **Skills**  **I can tell you some different**  **ways that I can show love for**  **special people and animals.**  **I can tell you how it might feel**  **to miss a special person or**  **animal.**  **I can recognise how people**  **are feeling when they miss a**  **special person or animal.**  **I can give ways that might help**  **me manage my feelings when**  **missing a special person or**  **animal.** | **RE**  **As citizens of our community and the wider world we want to know and remember Islam—Mosques, The Qur’an and festivals. Key questions: What is in a Mosque? What are the important features? What is the Qur’an and why is it important to Muslims? What festivals do Muslims celebrate, when are they and what is their importance? Vocabulary:Mosque, Imaan, The Qur’an, prophet, scrib**  **Skills**  **Recall and name different beliefs and practices, including festivals, worship and rituals**  ***Suggest meanings behind different beliefs and practices***  **Retell some religious and moral stories from sacred writings, recognising the traditions from which they come**  ***Suggest meanings of some religious and moral stories*** | **Design and Technology**  **As designers\ engineers\ carpenters etc.. we want to know and remember**  **During DT lessons we will be investigating a range of shelters. We will look at suitable textiles and examine which fabric is suitable for the purpose of making a shelter. We will then design, make and evaluate our own shelters.**  **Vocabulary**  **Anderson shelter, materials, textiles, fabrics, design, make, evaluate**  **Skills**  **Children understand that there are many different types of shelters built for different**  **purposes?**  **Can children identify how materials and components have been used?**  **Can children identify which parts support and strengthen structures?** |
| **Maths**  **As citizens of our community and the wider world we want to know and remember**  **As mathematicians we will be reinforcing our mental skills in addition, subtraction, multiplication and division. We will be understanding place value using larger numbers. We will focus on the written calculation methods in all four number operations and this will be extended to problem solving questions. Children will be introduced to measurements - kilometres and metres. Perimeters - understand the relationship between cm and m. We will have links to our World War topic – we will look at money (rationing) and we will ask the children to work within budgets.**  **Vocabulary**  **Kilometres, metres, centimetres, convert, equivalent to, perimeter, distance, around, total, length, width, square, rectangle, shape**  **Skills**  **Children will develop knowledge of units of measurements by introducing the kilometres and using its equivalence to express distances in kilometres and metres. Children will be expected to understand the relationship between cm and m. To understand the simple properties of squares and rectangles. To measure accurately using a ruler** | Science  As citizens of our community and the wider world we want to know and remember  As scientists we will explore magnetism. We will look at what objects are magnetic and the strengths of magnets and we will know that magnets have a North and South pole. We will use open ended investigations to allow us to discover if the size of the magnets changes the strength of the magnet? We will explore how magnetism is used in everyday life from seals used on freezers doors to magnets used to store data in computers.  Vocabulary Magnetic, attract, repel, force, materials, properties, predict, observations, investigate, fair test  Skills  To compare how things move on different surfaces.  To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.  To observe how magnets attract or repel each other and attract some materials and not others  To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.  To describe magnets as having 2 poles.  To predict whether 2 magnets will attract or repel each other, depending on which poles are facing. | Literacy  As citizens of our community and the wider world we want to know and remember  In our literacy lessons we will be reading texts from War Boy, Blitz-War diary, Goodnight Mister Tom. We will also read Key texts which will focus on WW2 in particular diary entries. The children will describe what the Blitz was like and what it must have been like during that time. We will develop our writing, in the style of newspaper, diary and letter accounts. In addition, we will also write instructions and create WW2 recipes, we will look at different foods and ingredients that were available during the war. Each day, we focus on handwriting, spellings and punctuation to reinforce Year 4 literacy skills.  Vocabulary World War 2, Blitz, rationed, evacuee, instructions, diary, letter  Skills  Children will learn to use the features of newspapers - captions, headlines, subheadings, quotes. They will learn how to set out and write an informal letter and a diary entry with emphasis on emotions and feelings. Fiction - children will write a Tale of Fear using feelings, adjectives and similes.  Grammar, spelling (YR3/4 key vocabulary) and punctuation ( C,.!? “”) will be reinforced |
| **We will involve our families in our learning by daily seesaw pictures/interaction, weekly homework tasks, written evidence in reading records, conversations in person/phone call, school trip** | | |
| **The strategies to support our most vulnerable learners are targeted interventions, magic maths, interventions within lessons, support plan activities** | | |