

Year Group: Year 4		Class Teacher: Mrs Fleming/Mr Kershaw	
Autumn 1 – 7 weeks		Autumn 2 – 7 Weeks	
Unit Title: Wonderland A look at our local area- our very own Wonderland. Exploring features of buildings, amenities and community. Exploring how to use a map, give and follow directions and describe what we see. Make comparisons and look at similarities and differences with the Wonderland experiences by Alice as she travels down the rabbit hole.		Unit Title: Classification of plants and animals What makes a plant a plant or an animal an animal? How do we know if we're looking at a mammal, reptile, fish or invertebrate? A visit to Stubbington Study Centre will enable us to examine a range of plant and animal life in our natural world.	
Entry Point: Guided walk of our local area. Looking at types of houses, shops, places of worship, community places, evidence of new and old. Exploring road names and linking these with a map and directions.		Entry Point: Residential trip to Stubbington Study Centre.	
Exit Point: Mad Hatter's tea party. Experiencing the world of Alice in Wonderland with the opportunity to dress up, make and share jam tarts and experience the game of croquet.		Exit Point: Class assembly.	
Outcome: Children to have gained an understanding of our local environment, creating maps of things that are important to our community. Children can talk creatively about places and draw comparisons, using a range of spoken and written vocabulary.		Outcome: Children will have developed an understanding of the natural world, plants and animals by observing, categorising and questioning.	
English: <u>Children will learn:</u> Descriptive writing (character description) (setting description) Play scripts Poetry (calligram) (Topsy Turvy World) Friendly letter (party invitation) <u>Spelling, Punctuation and Usage:</u> • Spell most words correctly or with a highly probable spelling, and use a dictionary to check and correct spellings about which the child is uncertain. • Use capital letters correctly. • Understand what a complete sentence is.	Key Text: 'Alice in Wonderland' by Lewis Carroll 'The Secret Garden'- Frances Hodgson Burnett	English: <u>Children will learn:</u> Non- chronological report (fact file) Scientific description Poetry(haiku, tanka, cinquain, acrostic) Letter of thanks <u>Spelling, Punctuation and Usage:</u> • Spell most words correctly or with a highly probable spelling, and use a dictionary to check and correct spellings about which the child is uncertain. • Use capital letters correctly. • Understand what a complete sentence is.	Key Text: 'Wind in the Willows' by Kenneth Grahame 'Butterfly Lion' by Michael Morpurgo

<p>o Distinguish complete sentences from fragments.</p> <ul style="list-style-type: none"> Identify and use different sentence types: <ul style="list-style-type: none"> Declarative (makes a statement) Interrogative (asks a question) Imperative (gives a command) Exclamatory (for example: ‘what a shot!’) <ul style="list-style-type: none"> Know how to use the following punctuation: <ul style="list-style-type: none"> End punctuation: full stop, question mark or exclamation mark <p style="text-align: center;">Structuring sentences Nouns, adjectives and verbs</p> <p style="text-align: center;">Prefix in- Prefix im- Prefix il-</p> <p style="text-align: center;">Adverbials of manner Adverbials of possibility</p> <p><u>Poetry:</u> Father William (Lewis Carrol)</p> <p style="text-align: center;">Topsy-Turvy World (William Brighty Rands)</p> <p><u>Sayings and Phrases</u></p> <p style="text-align: center;">Let bygones be bygones Beat around the bush The show must go on</p>		<ul style="list-style-type: none"> Know the following parts of speech and how they are used <ul style="list-style-type: none"> Nouns (common, proper, collective, compound and abstract) Pronouns (singular and plural) Verbs: action verbs and auxiliary (helping) verbs Adjectives (including articles: a before a consonant, an before a vowel, and the) Adverbs <ul style="list-style-type: none"> Know how to use the following punctuation: <ul style="list-style-type: none"> End punctuation: full stop, question mark or exclamation mark Comma: between city and county in an address; in a series; after yes and no) <p style="text-align: center;">Using paragraphs to organise information</p> <p style="text-align: center;">Word families based on common words</p> <p style="text-align: center;">Words ending –ar -er</p> <p><u>Poetry:</u> Ducks Ditty (Kenneth Grahame)</p> <p style="text-align: center;">The Crocodile (Lewis Carol)</p> <p style="text-align: center;">Eletelephony At the zoo (William Makepeace Thackeray)</p> <p><u>Sayings and Phrases</u></p> <p style="text-align: center;">The writing is on the wall His bark is worse than his bite Rule the roost</p>	
<p>Guided Reading: <u>Alice in Wonderland</u></p> <p>Using evidence from the text and other sources, explain the contrast between the world we live in and Alice’s wonderland. Could it be real? Do animals talk and have tea parties? Is it real or does Alice have an excellent imagination?</p> <ul style="list-style-type: none"> Independently read and comprehend longer works of 	<p>UNCRC Article(s): <u>Article 2</u> (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say,</p>	<p>Guided Reading: <u>The Wind in the Willows</u></p> <p>Looking at themes that run throughout the text and drawing parallels with our own experiences and the world we live in. Make comparisons with power in the UK and links to parliament in London.</p> <p>Independently read and comprehend longer works of</p>	<p>UNCRC Article(s): <u>Article 6</u> You have the right to be alive. <u>Article 13</u> You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or</p>

<p>fiction ('chapter books') and non-fiction appropriately written for Year 4 children or beyond.</p> <ul style="list-style-type: none"> • Point to specific words or passages that are causing difficulties in comprehension. • Orally summarise main points from fiction and non-fiction read-alouds. • Ask and pose plausible answers to how, why and what-if questions in interpreting texts, both fiction and non-fiction. • Use a dictionary to answer questions regarding meaning and usage of words with which the child is unfamiliar. • Know how to use a table of contents and index to locate information. 	<p>whatever their family background. <u>Article 13</u> You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. <u>Article 28</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. <u>Article 29</u> Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	<p>fiction ('chapter books') and non-fiction appropriately written for Year 4 children or beyond.</p> <p>Be able to discuss an author's intentions in their use of characters and choice of character names.</p> <p>Comprehend key information from a text and make inferences about events and characters.</p> <p>Be able to make predictions about what might happen next, drawing on the plot so far and what we know about the characters.</p> <p>Be able to use full sentences including conjunctions to link and explain reasoning.</p>	<p>offends other people. <u>Article 19</u> You have the right to be protected from being hurt and mistreated, in body or mind. <u>Article 27</u> (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.</p>
<p>Maths: Numbers to 10,000 Addition and Subtraction within 10,000</p>	<p>P4C Stimuli/HAPs : UNICEF Diary</p>	<p>Maths: Multiplication and Division Further Multiplication and Division</p>	<p>P4C Stimuli/HAPs : UNICEF Diary</p>
<p>Science:</p> <p>States of Matter and the Water Cycle Change of state, evaporation, condensation, precipitation, humidity, groundwater.</p>	<p>Key Questions:</p>	<p>Science:</p> <p>Classification of Plants and Animals Cold-blooded or warm-blooded, vertebrates or invertebrates, characteristics of animal classes, classification of plants.</p> <p>Ecology Habitats, interdependence of organisms and their environment, producers, consumers and decomposers, food webs, producers, predators and prey, fossils, man-made threats to the environment.</p>	<p>Key Questions: What are the differences between plants and animals? How can plants and animals be grouped? What features do all mammals/reptiles/birds etc. have? What is the ideal habitat? How can we protect plant and animal life?</p>

<p>Geography: Spatial Sense Spatial Sense 1. Globes and the Tropics 2. Scale 3. Grid References 4. Our Local Area 5. Our Local Area - Changes over Time</p>	<p>Community/International Involvement:</p> <p>Understanding of community and associated people and places.</p>	<p>Mediterranean Europe 1. Key Places in Europe 2. Climate of Mediterranean Europe 3. Food and Farming 4. Landscape 5. Settlements</p>	<p>Community/International Involvement:</p> <p>Assembly.</p>
<p>History:</p> <p>The Stuarts 1. James I and the Union of the Crown 2. The Gunpowder Plot 3. Charles I 4. The English Civil War 5. Oliver Cromwell and the Commonwealth 6. The Restoration of Charles II</p>		<p>History:</p> <p>The Stuarts 1. James I and the Union of the Crown 2. The Gunpowder Plot 3. Charles I 4. The English Civil War 5. Oliver Cromwell and the Commonwealth 6. The Restoration of Charles II</p>	
<p>Art/Design:</p> <p style="text-align: center;">Design</p> <p style="text-align: center;">Artists: Matisse, Munch, Kauffman</p> <p>Concepts: Meaning of design in art, the elements of art, composition, cut-outs, expressionism, colour and line to create emotion, complementary colours</p> <p>Skills: Arranging a composition, using lines to show expression, painting with watercolour</p> <p style="text-align: center;">DRAWING PAINTING</p> <p>Exploring the colour wheel to illustrate the primary and secondary colours.</p> <p>Using a range of elements of art to include line, shape, form, space, light, texture, and colour.</p> <p>Focus on Henri Matisse and ‘drawing with scissors’. Using scissors to cut out paper figures and gluing them onto backgrounds in a similar style.</p>		<p>Art/Design:</p> <p style="text-align: center;">Light</p> <p style="text-align: center;">Artists: Caravaggio, Vermeer, Goncharova, Begum</p> <p>Concepts: light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways</p> <p>Skills: Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic</p> <p style="text-align: center;">DRAWING PAINTING</p>	
<p>R.E: How did Jesus change lives?</p>		<p>R.E: How did the church begin?</p> <p>Christmas</p>	

<p>PE: <u>Indoor</u> - Gymnastics / Dance Fundamental skills & apparatus <u>Outdoor</u> - Team Building Invasion Games Basketball</p>		<p>PE: <u>Indoor</u> - Net / wall Games Handball <u>Outdoor</u>- Invasion Games Tag-Rugby</p>	
<p>MFL: Unit 5- On the way to school (2 lessons) Unit 5- Where in the world is French spoken? (2 lessons) Unit 5- Weather (2 lessons)</p>		<p>MFL: Unit 5- On our travels (2 lessons) Unit 5- Numbers Unit 5- Dates Unit 5- Grandmere Denise Unit 5- L'argent de poche</p>	
<p>Music: Elements of music Alouette On Ilkley Moor Baht'At Aiken Drum</p>		<p>Music: Elements of music Musical notation</p>	
<p>Computing: Self images and identity (3 lessons) Online relationships (3 lessons)</p>		<p>Computing: Online reputation (2 lessons) Online bullying (3 lessons) Creating media- audio editing</p>	