

CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE:	YEAR GROUP: 4	DATE: Autumn 2
How long would you survive without water?	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES
	<p>Week 1: Bonfire night activity</p> <p>Week 2: Children in need. Shoe box appeal.</p> <p>Week 3: Can we show the water cycle in a bowl?</p> <p>Week 4: Experiment week</p> <p>Week 5: Advent countdown</p> <p>Week 6: Christmas Concert Performances/Baking and making</p> <p>Week 7- Christmas Celebration</p>	<p>LC1: Where does water come from?</p> <p>LC2: How do we measure temperature?</p> <p>LC3: Why do the puddles on the playground disappear? (Hot & New Cold Task)</p> <p>LC4: Why do windows sometimes steam up?</p> <p>LC5: How can water be a solid, liquid and gas?</p> <p>LC6: Which materials changed when they are heated?</p> <p>LC7: Is slime a solid, liquid or gas?</p> <p>Poetry- (3 weeks)</p> <p>Instructional (3 weeks)</p>

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations	At Expectations	Exceeding Expectations
Geography	See History focus	Geographical Enquiry <ul style="list-style-type: none"> Can they find the same place on a globe and in an atlas? 	Geographical Enquiry <ul style="list-style-type: none"> Can they accurately measure and collect information about temperature? Human Geography Types of settlement and land use Economic activity including trade links	Geographical Enquiry <ul style="list-style-type: none"> Can they explain how a locality has changed over time with reference to physical features?
Science	Science Driver for the half term How can we survive without water? Various Science Investigations throughout the term.	Working Scientifically <ul style="list-style-type: none"> Can they set up a simple fair test to make comparisons? Can they plan a fair test and isolate variables and explain why it was fair and explain which variables have been isolated Can they suggest improvements and predictions Can they decide which information needs to be collected and decide which is the best way for collecting it. Can they use their findings to draw a simple conclusion 	Working Scientifically <ul style="list-style-type: none"> Can they compare and group materials based upon their states of matter i.e liquid, solids and gas? Can they explain what happens to materials when they are heated or cooled? Can they measure the temperature at which different materials change state ? Can they use measurements to explain changes to the state of water? Can they link changes of state to the water cycle? 	Knowledge Can plan and carry out an investigation by controlling variables fairly and accurately? Can they use test results to make further predictions and set up further comparative tests Can they group and classify a variety of materials according to the impact of temperature on them? Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line? Can they relate temperature to change of state of materials?
History	History Week - links to Remembrance Sunday and more recent conflicts around the World Shoe box appeal	Chronological Understanding Can they plot recent history on a timeline?	Knowledge and Interpretation Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences?	Chronological Understanding Can they use their mathematical skills to help them work out the time differences between certain major events in history?
Computing	We are software developers continued	See Rising Stars Curriculum Pack and weekly planning		

RE	<p>How is Christmas Celebrated in other countries?</p> <p>What are the four themes of Advent (Count Down to Christmas) Christian Wreath</p> <p>What are the similarities and differences between Christmas celebrations and traditions around the World? (St Nicholas)</p> <p>TEXT- Christmas around the World</p>	<p>Know about and understand</p> <ul style="list-style-type: none"> Can they describe different features of different religions and worldviews? Can they explain more about celebrations and the rituals which mark important points in life? 	<p>Express and Communicate</p> <p>Can they observe and understand varied examples of religions and world views?</p>	<p>Express and Communicate</p> <p>Can they explore and show understanding of similarities and differences between different religions and worldviews?</p>
Art/Design/Music	<p>Firework Pictures</p> <p>Christmas Cards</p> <p>Homemade Wrapping Paper</p>	<p>Textiles</p> <p>Can they identify and make simple objects?</p>	<p>Painting/Drawing</p> <p>Can they explain why they have chosen specific materials to draw with?</p> <p>Can they create all of the colours they need?</p> <p>Printing</p> <p>Can they print using at least four colours</p> <p>Can they create an accurate print design?</p>	<p>Sketch Books</p> <ul style="list-style-type: none"> Do they keep notes about the purpose of their work in their sketch books?
Design and Technology	<p>Make edible Christmas gifts and package effectively (links to numeracy)</p>	<p>Cooking and Nutrition</p> <p>Do they know what to do to be hygienic and safe?</p>	<p>Cooking and Nutrition</p> <p>Have they thought what they can do to present their product in an interesting way?</p> <p>Design packaging using favourite net from the maths lesson</p>	<p>Evaluating the process and products</p> <p>Can they evaluate their product thinking of both appearance and the way it works? (how boxes open)</p>
PSHE	<p>What makes a good friend?</p>	<ul style="list-style-type: none"> Identify how they can make someone happy Identify how they can make themselves happy Recognise times when they might feel guilty 	<ul style="list-style-type: none"> Challenge negative behaviours and stereotyping 	

DESCRIPTION OF LEARNING

LITERACY (including non-negotiables)		NUMERACY (including non-negotiables)
<p>Reading</p> <p>Word Reading</p> <p>Experience and discuss a range of fiction, poetry, plays and non-fiction or reference or text books.</p> <p>Discuss and record words and phrases that writers use to engage and impact on the reader.</p> <p>Prepare poems to read aloud and perform.</p> <p>Show an understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry. List poems, free verse, rhyming verse etc.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Understand what they read in books they can read independently</p>	<p>Writing:</p> <p>Genres - Poetry / Instructional Writing</p> <ul style="list-style-type: none"> Orally rehearse structured sentences or sequences of sentences. Compose sentences using a wider range or structures. <p>Vocab, Punctuation and Grammar</p> <ul style="list-style-type: none"> Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. Use apostrophes to mark plural possession Use the terminology pronoun, possessive pronoun, adverbial and determiner (very). <p>Oracy Objectives:</p> <ul style="list-style-type: none"> Give an answer and justify it with evidence Sequence, develop and communicate ideas in an 	<p>Week 1 - Statistics</p> <p>Week 2 - Measure</p> <p>Week 3 & 4 - Fractions, Decimals and Percentages</p> <p>Week 5 - Multiplication and Division</p> <p>Week 6 & 7 Shape and Space</p> <p>Non Negotiables</p> <ul style="list-style-type: none"> Count from 0 in multiples of 6, 7, 9, 25 and 100; find 1, 10, 100 or 1000 more or less than a given number. Add and subtract numbers mentally, including: a four-digit number and ones, a four-digit number and tens, a four-digit number and hundreds, four digit number and thousands. Recall & use x and ÷ facts up to 12 x 12.

	<p>organised and logical way in complete sentences as required</p> <ul style="list-style-type: none"> Perform poems and plays from memory, conveying ideas about characters and situations by adapting expression and tone. <p>Writing Objectives: Transcription Know how to spell To know how to spell words with the suffix Ation, ouo, ion, ian Homophones (their, there, theyre)</p> <p>Apply Spelling rules and strategies</p> <p>Handwriting Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<ul style="list-style-type: none"> Write and calculate statements for \times and \div using all tables, including for TU \times U using mental and progressing to formal written methods Counting backwards through zero to include negative numbers Count up and down in tenths and hundredths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10. Add and subtract amounts of money to give change, using both £ and p in practical contexts Tell and write the time from an analogue and digital clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Read Roman numerals to 100 (I to C) Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events, [for example to calculate the time taken by particular events or tasks.] 	

SCHOOL VALUES				
<p>LEARN TO LEARN SKILLS We will develop our Learn to learn skills by:</p>	<p>ENVIRONMENT (including outdoor learning) Outdoor Learning - measuring puddles & rainwater</p>	<p>ENTERPRISE Selling cakes for Children in Need</p>	<p>COMMUNITY World Wide Community - Helping those in need with our shoe box appeal</p>	<p>ORACY / PRESENTATION Performance Poetry</p>