PRIME LEARNING CHALLENGE:		YEAR GROUP: 4	DATE: Spring 1
Why should Long Eaton be the next London?	**WOW STARTERS / ACTIVITIES**	**BREAKDOWN OF CHALLENGES**	
	Week 1: Listen to match stick men cats and dogs	**LC1:** Why is Long Eaton a town not a city?	
	Week 2: Visit Long Eaton	**LC2:** What attracts people to live in Long Eaton?	
	Week 3: DT – Build a monument for Long Eaton	**LC3:** How could our local area attract more people to live here?(Hot & New Cold Task)	
	Week 4: Parents visit to showcase monuments	**LC4:** Can you find different views about an environment issue?	
	Week 5: Keeping safe online week	**LC5:** How can the internet be used to promote Long Eaton?	
	Week 6: Debate about an environmental issue (visiting speaker?)	**LC6:** Why is it important that people think in different ways?	

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations	**At Expectations**	**Exceeding Expectations**
Geography	**Geography driver for this half term**	**Geographical Enquiry** • Can they confidently describe physical features in a locality? • Can they explain why a locality has certain human features? • Can they identify key features of a locality by using a map?	**Geographical Enquiry** **Human Geography** • Can they suggest different ways that a locality could be changed or improved? • Can they find different views about an environmental issue? What is their view? • Can they explain why people are attracted to live in cities? **Physical Geography** • Can they use appropriate symbols to represent different physical features on a map? **Geographical Enquiry** • Can they plan a journey to a place in England?	**Geographical Enquiry** • Can they give an accurate measurement between two given places within the UK • Can they explain how a locality has changed over time with reference to physical features?
Science	Marvin & Milo investigations throughout the half term		**Working Scientifically** • Can they use their findings to draw a simple conclusion? • Can they explain their findings in different ways (display, presentation (oral), writing) • Can they make a prediction on something they have found out?	
History	History of Long Eaton		• Can they explain how events from the past have helped shaped our lives? • Do they know that people who lived in the past travelled differently?	• Can they recognise that people's way of life in the past was dictated by the work they did?

Computing		See Rising Stars Curriculum Pack and weekly planning		
RE	What do we mean by commitment?		**Know about and understand** - Can they describe different features of religions and worldviews? - Can they make connections between different religions and world views? - Can they explore and describe a range of beliefs? **Express and Communicate** - Do they understand the challenges of commitment to a community of faith or belief? - Can they explore and show understanding of similarities and differences between different religions and worldviews	
Art/Design/Music	**Famous Artists** **Lowry Art Work (Street sketches of stick men)** **David Hockney (IPAD ART)**		**Drawing** **Can they begin to show facial expressions and body language in their sketches?** **Can they organise line, tone, shape and colour to represent figures and forms in movement?** **Sketch Books** **Do they use their sketch books to adapt and improve their original ideas?** **Do they keep notes about the purpose of their work in their sketch books?** **Use of IT** **Can they create a piece of art work which includes the integration of digital images they have taken?** **Knowledge** - Can they experiment with different styles which artists have used?	
Design and Technology	TASC – To build a free standing monument		**Developing, planning and communicating ideas** **Can they come up with at least one idea about how to create their product?** **Do they take account of the ideas of others when designing?** **Can they produce a plan and explain it to others?** **Can they suggest some improvements and say what was good and not so good about their original design?** **Working with tools, equipment, materials and components to make quality products** **Can they show a good level of expertise when using a range of tools and equipment?** - Have they thought of how they will check If their design is successful?	- Can they explain what they are making? - Can they explain which tools they are using?

				Using stiff and flexible sheet materials • Can they measure carefully so as to make sure they have not made mistakes? • How have they attempted to make their product strong?	
PSHE	What does a bully look like?			• Children can identify some factors that affect emotional health and well-being • Children can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well being • Children can explain how their actions have consequences for themselves and others • Children can describe the nature and consequences of bullying and can express ways of responding to it. • Children can identify different types of relationships and can show ways to maintain good relationships • Children can respond to or challenge negative behaviour such as stereo typing and aggression.	

DESCRIPTION OF LEARNING

LITERACY (including non-negotiables)		NUMERACY (including non-negotiables)
Reading **Word Reading** **Develop pleasure in reading, motivation to read, vocabulary and understanding** **Experience and discuss a range of fiction books.** **Understand and explain that narrative books are structured in different ways (stories from imagined worlds)** **Understand what they read in books they can read independently**	**Writing:** **- Imaginary worlds (descriptive writing)** **- Leaflet** **Grammar** **Punctuation** • Use of inverted commas and other punctuation to indicate direct speech. • Apostrophes to mark plural possession **Text Structure** • Use of paragraphs to organise ideas around a theme • CHALLENGE – Use grammatical techniques to create suspense in the build-up to introduce the problem. **Sentence Structure** **CHALLENGE SKILL** • Power three to show action and pace: E.g Foxed raced across the plain, entered the forest and headed for the safely of the cave. **Vary Sentence length.** • Vary Sentence starters: Terrified, Harry slunk into the shadows. **Developing ing starters:** • Hobbling painfully, the old man entered the open door. Simile: Like a torpedo, the whale swam through the ocean. **Word Structure** • Standard English forms for verb inflection instead of local spoken forms (were and was) **Writing**	Week 1 – Place Value Week 2 – Addition and Subtraction Week 3 – Multiplication & Division Week 4 – Multiplication & Division Week 5 – Fraction, Decimals and Percentages Week 6 - Fraction, Decimals and Percentages **Non Negotiables** • Count from 0 in multiples of 6, 7, 9, 25 and 1000; find1, 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. • Write and calculate statements for x and ÷ using all tables, including for TU x 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.

Composition – Plan for Writing
- Discuss and record ideas for writing.
- Choose a planning format appropriate to text type.

Draft & Write
- Make careful word choices about vocabulary used.
- Organise writing into paragraphs with a clear theme.
- Write a narrative with a clear structure, setting, characters and plot.
- Make improvements by proposing changes to grammar and vocabulary to improve consistency.
- To proof read to check for errors in spelling and punctuation errors.

Develop an understanding of grammatical features
Use a range of sentences with more than one clause.

Oracy Objectives:
Spoken Language
- Show an understanding of how and why language choices vary in different contexts.
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Writing Objectives:
Transcription
Apply Spelling rules and strategies
- **Spell identified commonly misspelt words from Y3 and Y4 wordlist**
- **Identify the root in longer words**

Handwriting
- **Understand which letters, when adjacent to one and another are best left unjoined.**
- **Increase the legibility , consistency and quality of their handwriting:**
- **Down strokes of letters are parallel and equidistant**
- **Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.**

- 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.]

			technology project.	
• Keep focused on a task and avoid distractions. • Respect opinion of others when different from their own **WE ARE EFFECTIVE PARTICIPATORS** • Persuade others to accept a proposal even though others may not at first agree with the suggestion. • Know that their ideas can help other people. • Decide when they need 'time out' or 'thinking time' to deal with emotions. • Determined not to 'give in' too easily. • Manage disappointments and keep emotions in check. **WE ARE SELF-MANAGERS** • Enjoy challenges, especially open ended or deeper thinking ones. • Try different ways to solve a problem. • Prioritise the most important things that need doing. • Welcome opportunities to take on added responsibility. • Organise own time. • Not put off by changes that may occur to normal routine. • Describe own strengths and weaknesses.				