

CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE:	YEAR GROUP: 4	DATE: SUMMER 1
<h3 style="margin: 0;">What might the person on your boat see on their journey?</h3>	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES
	<p>Week 1: River Safety activities</p> <p>Week 2: Author Visit</p> <p>Week 3: Making Leaf boats</p> <p>Week 4: Test leaf boats.</p> <p>Week 1 - Addition and subtraction</p> <p>Week 2 and 3- Fractions, decimals and percentages</p> <p>Week 4 - Statistics</p>	<p>LC1: What would you do if your friend fell in a river? (Addition and subtraction)</p> <p>LC2: Where do rivers start? (Fractions, decimals and percentages)</p> <p>LC3: How have people adapted rivers and water for their own use? Why do people settle near rivers? (Fractions, decimals and percentages)</p> <p>LC4: What would life be like without rivers? (Statistics)</p> <p>HOMEWORK - Rivers of the World - Research project 2 week projects</p>

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations	At Expectations	Exceeding Expectations
Geography	<p>Main Driver</p> <p>Rivers and waterways</p>		<p>Geographical Enquiry Physical Geography Human and physical geography</p> <ul style="list-style-type: none"> •describe and understand key aspects of: •physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical Skills and fieldwork use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Can they give accurate measurements between 2 given places within the UK?</p> <p>Can they explain how a locality has changed over time with reference to physical features?</p> <p>Can they explain how people are trying to manage their environment?</p>

Science	Animals including humans		<p>- Can they describe the simple functions of the basic parts of the digestive system in humans? (healthy eating)</p> <p>- Can they identify the different types of teeth in humans and their simple functions? (healthy teeth)</p>	
History	Not this driver		<ul style="list-style-type: none"> • Do they know that people who lived in the past cooked and travelled differently? • Can they recognise that people's way of life in the past was dictated by the work they did? 	
Computing	See Dave Holland's planning Programming!	See Rising Stars Curriculum Pack and weekly planning		
RE	What is a pilgrimage?	<p>Learning challenge curriculum</p> <p>Pupils should be taught to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance</p>	<p>Know about and understand</p> <p>Can they describe different features of religions and worldviews?</p> <p>Can they explain more about pilgrimages which mark important points in life?</p> <p>Can they reflect on their ideas?</p> <p>Do they understand different ways of life and ways of expressing meaning?</p> <p>Express and Communicate</p> <p>Can they observe and understand varied examples of religions and worldviews?</p> <p>Can they suggest why belonging to a community may be valuable in their own lives?</p>	
Art/Design/Music	<p>Monet - Water scenes</p> <p>Paul Cezanne's - Landscapes</p> <p>Sketch a river scene (mixed tones)</p> <p>Canal art</p> <p>To create River Safety posters</p>		<p>Painting</p> <ul style="list-style-type: none"> • Can they create all the colours they need? • Can they create mood in their paintings? • Do they successfully use shading to create mood and feeling? <p>Drawing</p> <ul style="list-style-type: none"> • Can they show reflections? 	
Design and Technology	Making boats		<ul style="list-style-type: none"> • Do they think carefully when choosing materials? • Have they thought about how to make their product strong and waterproof? • Can they devise a template? • Can they explain how they join things in different ways? 	
PSHE	Money matters		<ul style="list-style-type: none"> • L10 - Identify the role of voluntary and charity groups. • L12 - Understanding different values and customs. • L13 - Exploring how to manage money. • L13 - Explaining the importance of money in people's lives and how money is obtained. • L14 - Understanding the concepts of interest, 	

- loan, debt and tax.
- L16 - Understanding enterprise and begin to develop enterprise skills.

DESCRIPTION OF LEARNING

LITERACY (including non-negotiables)

Reading

- Pupils can draw inference from independent reading
- Pupils can usually ask themselves questions to improve their understanding when independently reading an age-appropriate text.
- Retell the main events of a wide-range of age appropriate stories.
- Pupils can identify and discuss some themes and conventions in age-appropriate texts,
- Pupils can perform poems and play scripts with intonation, tone, volume and action (using drama approaches to aid understanding)
- Recognise and name some different forms of poetry and describe their features.

Writing:

Explanation Texts

- To edit work and self-check for errors
- Pupils can place the possessive apostrophe accurately in words with regular plurals.
- Pupils can correctly spell words with common prefixes
- Pupils can cluster related information, write a main heading for the text and subheadings for each paragraph.
- Pupils can independently, proof-read and amend their own writing and check for accuracy of grammar.
- Pupils can usually explain the rules for using 'a' or 'an' and give one or two examples of each.

NUMERACY (including non-negotiables)

Week 1 - addition and Subtraction

Week 2- Fractions, decimals, percentages

Week 3- Fractions, decimals, percentages

Week 4 - Statistics

Non Negotiables

- Count from 0 in multiples of 6, 7, 9, 25 and 1000; 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 \times and \div facts up to 12×12 .
- 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 \pounds 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.]

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SCHOOL VALUES				
<p>LEARN TO LEARN SKILLS We will develop our Learn to learn skills by:</p> <p>WE ARE TEAM WORKERS</p> <ul style="list-style-type: none"> • Take on a specific allocated role in a group. • Respect and tolerate values and beliefs of others in a joint activity. • Communicate capably as a team member. • Keep focused on a task and avoid distractions. • Respect opinion of others when different from their own <p>WE ARE EFFECTIVE PARTICIPATORS</p> <ul style="list-style-type: none"> • 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. <p>WE ARE SELF-MANAGERS</p> <ul style="list-style-type: none"> • 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. 	<p>ENVIRONMENT (including outdoor learning)</p> <ul style="list-style-type: none"> • MATHS - Outdoor learning • Make and testing boats • Sketching outdoors 	<p>ENTERPRISE</p>	<p>COMMUNITY</p> <ul style="list-style-type: none"> • Parents to be invited to help their children with a rivers project. 	<p>ORACY / PRESENTATION</p> <p>Performance poetry</p>