

CHALLENGE OVERVIEW

PRIME LEARNING CHALLENGE:	YEAR GROUP: 4	DATE: SUMMER 2
<h1 style="margin: 0;">What makes plants and flowers grow and flourish?</h1>	WOW STARTERS / ACTIVITIES	BREAKDOWN OF CHALLENGES
	Week 1: Plant Hunt - Root Experiment Week 2: Sikh Gurdwara Trip Week 3: Setting up plant investigations Week 4: Pollination drama Week 5: Making miniature gardens/ Plant Art Week 6: Sports Day and the Kingdom Hall Week 7: Poetry Café and Victorian Ice cream day	LC1: Why do plants have stems/trunk; flowers; leaves and roots? LC2: What would happen if plants did not have light; water; air or soil? LC3: What is pollination and how is it important to plants? LC4: How could you create something special in the school grounds? LC5: How is water transported within plants? LC6: Reflection: Class divided into five groups; Each do a presentation on: <ul style="list-style-type: none"> What is pollination? Why are bees so important to us? What is important to plants so that they survive? How is water transported through a plant? Why are roots so important?

COVERAGE

SUBJECT:	NC CONTENT LINKS: (Take from National Curriculum Content Map Document)	SUBJECT SKILLS:		
		Below Expectations	At Expectations	Exceeding Expectations
Science	Plants	Not reaching 'At Expectations'	<p>Working Scientifically</p> <ul style="list-style-type: none"> Can they ask relevant questions and be encouraged to research answers themselves? Can they set up a simple fair test to make comparisons? Can they plan a fair test to see what helps and prevents plant growth? Can they suggest improvements and predictions? Can they draw simple conclusions from their results? <p>Obtaining and presenting evidence</p> <ul style="list-style-type: none"> Can they gather, record, classify and present information in a variety of ways? (display, presentation, writing) Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? <p>Consider evidence and evaluate</p> <ul style="list-style-type: none"> Can they find any patterns in their evidence or measurements? Can they identify difference, similarities or changes related to different plants? <p>Plants</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 	<p>Obtaining and presenting evidence</p> <ul style="list-style-type: none"> Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? <p>Plants</p> <p>Can they give reasons for how they have classified plants, using their characteristics and how they are suited to their environment?</p>

			<ul style="list-style-type: none"> leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
DT	Make a miniature garden	Not reaching 'At Expectations'	<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? 	
Art	Georgia O Keefe	Not reaching 'At Expectations'	<ul style="list-style-type: none"> Can they experiment with different styles which artists have used? Do they successfully use shading with different pencils (HB, 4B, 8B) to sketch flowers? Do they use their sketch books to adapt and improve their original ideas? 	<ul style="list-style-type: none">
Computing	I Movies - Videoing performance Linked to Rising Stars Curriculum Pack	Not reaching 'At Expectations'	<ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Work with various forms of input and output. Use technology safely, respectfully and responsibly. 	
RE	What is so special about places?	Not reaching 'At Expectations'	<p>Know about and understand</p> <p>Can they describe different features of religion and worldviews?</p> <p>Can they make connections between different religions and worldviews?</p> <p>Can they explore and describe a range of beliefs and actions?</p> <p>Express and communicate</p> <p>Can they observe and understand varied examples of religions and worldviews?</p> <p>Can they explain, with reasons, their meanings and significance to individuals and communities?</p> <p>Can they observe and consider different dimensions of religion?</p> <p>Can they explore and show understanding of similarities and differences between different religions and worldviews?</p>	

PHSE	Bullying Matters What does a bully look like?	Not reaching 'At Expectations'	R7 -Understanding that their actions affect themselves and others. R11 -Identifying the importance of working towards shared goals. R12 -Developing strategies for getting support for themselves or for others at risk. R13 -Identifying that differences and similarities arise from a number of factors. R14, L6 -Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling'). R18 -Knowing how to recognise bullying and abuse in all its forms.	
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DESCRIPTION OF LEARNING

LITERACY (including non-negotiables)		NUMERACY (including non-negotiables)
<p>Reading</p> <ul style="list-style-type: none"> Pupils can understand what they have read by drawing inferences such as inferring character's feelings, thoughts and motives for their actions, and justifying inferences with evidence. Pupils can discuss words that capture the reader's interest and imagination. Pupils understand what they have read by identifying how language, structure, and presentation contribute to meaning (to include para-graphs, headings, sub-headings, inverted commas to punctuate speech.) 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 with intonation, tone, volume and action (using drama approaches to aid understanding) Recognise some different forms of poetry (for example free verse, narrative verse). <p>Week 1-5 Week 6-7 Reading poems</p> <p>Performance poetry</p>	<p>Writing: Book Reviews (weeks 1 - 2) Significant Authors (weeks 3-5) Performance Poetry (Week 6-7)</p> <p>Book Reviews/Significant Authors</p> <ul style="list-style-type: none"> Can organise writing into paragraphs by grouping related material. Proof reads for spelling errors and punctuation including full stop, apostrophe, comma, question mark, exclamation marks and inverted comma for speech. Reads aloud to a group/class using appropriate intonation and controlling the tone and volume so that meaning is clear. <p>Spelling</p> <ul style="list-style-type: none"> Spells homophones brake/break, grate/great, fair/fare, grown/groan, hear/here, heel/heal, main/mane, meat/meet, peace/piece, plain, plane, mail/male Spell words with "ay" sound spelt "ei, eigh, ey" (eight/they) Can add suffixes that start with a e i o u to words of more than 1 syllable (gardening/limited) Can form nouns using a range of prefixes(super-/anti-/auto-) <p>SPAG</p> <ul style="list-style-type: none"> Can use the present perfect form of verbs instead of the simple past (He has gone out to play contrasted with He went out to play) Knows: determiner/prefix/clause/subordinate clause/preposition/conjunction/consonant/word family/inverted comma/adverb/direct speech/vowel 	<p>Week 1 - Multiplication Week 2 - Division Week 3 - Fractions adding and subtraction Week 4 - Assessment Week Week 5 - Lines and perimeter of 2D shapes Week 6 - Money - Change Week 7 - Capacity</p> <p>Non Negotiables</p> <ul style="list-style-type: none"> Count from 0 in multiples of 3, 4, 8, 6, 9, 50 and 100; find 1, 10 or 100 more or less than a given number. Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. Recall & use x and ÷ facts up to 12 x 12. Can solve problems, including missing number problems, involving multiplication and division. Can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise and show, using diagrams, equivalent fractions with small denominators. Can compare and order unit fractions, and fractions with the same denominators Can add and subtract fractions with the same denominator within one whole [for example, 5/7+ 1/7= 6/7] Adds and subtracts amounts of money to give change Can identify horizontal and vertical lines Can identify perpendicular and parallel lines. <ul style="list-style-type: none"> Measure the perimeter of simple 2D shapes Measures, compare, volume/capacity(l/ml)

SCHOOL VALUES				
<p>LEARN TO LEARN SKILLS We will develop our Learn to learn skills by:</p> <p><u>WE ARE TEAM WORKERS</u></p> <ul style="list-style-type: none"> • Work harmoniously and constructively with others in joint activity. • Make sure that everyone takes a turn when speaking. • Give feedback to others in group on their performance. • Work readily in different teams. Listen to and follow instructions independently. <p><u>WE ARE EFFECTIVE PARTICIPATORS</u></p> <ul style="list-style-type: none"> • Know how to make an idea even better. • Prepared to listen to points made by others. • Show empathy. • Listen to and following instructions independently. • Try out new ideas even if feeling nervous. <p><u>WE ARE SELF-MANAGERS</u></p> <ul style="list-style-type: none"> • Enjoy taking responsibility. • Work within a time frame. • Keep emotions in check when tasks get tough. • Carry on and not be put off by change. • Set and review learning targets. • Explain who helps them learn and why 	<p>ENVIRONMENT (including outdoor learning)</p> <ul style="list-style-type: none"> • Plant hunt • Art - flower sketches • Pollination drama/plant drama • Maths trail • Performance Poetry • Miniature gardeners 	<p>ENTERPRISE</p> <ul style="list-style-type: none"> • 	<p>COMMUNITY</p> <ul style="list-style-type: none"> • Invite parents in for performance poetry. 	<p>ORACY / PRESENTATION</p> <ul style="list-style-type: none"> • Presentation of plant information • Performance poetry