

Year Group: 4	Term: Summer 1	Classes: Tourism and Designers	Teachers: Miss Carter and Mr Martens
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Knowing	Understanding/Comprehension	Applying	Analysing	Creating/Synthesis	Evaluating
Basic		Advancing		Deep	
Teaching style: Modelling and Explaining		Reminding and guiding		Coaching and mentoring	
List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, List, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise.		Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare.		Select, Choose, Decide, Justify, Debate, Argue, Recommend, Assess, Discuss, Prioritise, Determine, Create, Invent, Compose, Plan, Construct, Design, Imagine, Propose, Devise, Formulate.	

	Date: 23 April 2019 Week 1	Date: 29 April 2019 Week 2	Date: 6 May 2019 Week 3	Date: 13 May 2019 Week 4	Date: 20 May 2019 Week 5
English	Fiction Unit: Journey/Warning Story – Cloud Tea Monkeys			Non-Fiction Unit: Biography – successful climber	
	Poetry: If I had wings (Pie Corbett)	Innovation: Different animal	Invention: Own journey/warning story	Imitation: Modelled text of Edmund Hillary	Innovation: Biography of Hans Meyer
	Imitation: Internalise the text				
Reading	Cloud Tea Monkeys			The World's Greatest Mountain Ranges	
Maths- Maths No Problem	Decimals: -writing hundredths. -writing decimals. -comparing and ordering decimals	Decimals: -comparing and ordering decimals -making number patterns -rounding decimals -writing fractions as decimals	Decimals: -dividing whole numbers by 10 -dividing whole numbers by 100 -chapter consolidation Money: -writing amounts of money	Money: -comparing amounts of money -rounding amounts of money -solving problems involving money	Money: -estimating amounts of money -chapter consolidation Mass, volume and length: -measuring mass -converting units of mass
Maths- Cross Curricular		Reading a variation of scales in different contexts.		Pattern making in Art and DT.	Pattern making in Art and DT.
History					
Geography	Lesson: Northern and Southern Hemispheres. LO: To identify the position and understand the significance of the Equator, Northern Hemisphere and Southern Hemisphere. Activity: Label the Northern and Southern Hemisphere on a map of the world. Locate and list countries in the Northern and Southern Hemispheres. Identify how you know the difference between the hemispheres. Compare the amount of countries in each hemisphere.	Lesson: Lines of longitude and latitude. LO: To identify and understand the significance of lines of longitude and latitude. I can use longitude and latitude to find places on maps, atlases and globes. Activity: To recognise lines of longitude and latitude. Classify the difference between lines of longitude and latitude. Select and use lines of longitude and latitude to locate countries.	Lesson: The Polar Regions. LO: To identify the position and significance of the Arctic and Antarctic Circle. I can describe the key features of the polar regions and compare them to the UK. Activity: To illustrate understanding of the position of the polar regions. To explain the key features of the polar regions and begin comparing them to the UK, noting similarities and differences. Determine the differences between the polar regions and the UK.	Lesson: Tropics of Cancer and Capricorn. LO: To identify the position and significance of the Tropics of Cancer and Capricorn, and compare the climate of the tropics to the UK. Activity: To illustrate understanding of the position of the tropics of Capricorn and Cancer. To explain the key features of these regions and begin comparing them to the UK, noting similarities and differences. Determine the differences between the tropics and the UK.	Lesson: Time zones. LO: To explain the position and significance of the time zones by comparing the times in difference countries. Activity: To arrange the time zone puzzle pieces to create the map of the world. To categorise the time zones with their descriptions and identify why they have this time zone. Justify understanding of different time zones.
Science	Lesson: What is a habitat? LO: To identify what a habitat is and what animals have to do to adapt	Lesson: Vertebrates and Invertebrates LO: To identify the different	Lesson: Classification (Pamishan) LO: To classify a range of creatures into groups and understanding and	Lesson: Classification (Plants) LO: To classify a range of plants into groups and understanding and using a	Lesson: Creating a habitat for a hybrid animal LO: Using your knowledge of habitats,

	to new environments Activity: Label different animals and their habitats. Identify why each animal is suited for their environment. Justify reasons why animals have adapted to certain environments.	features of an animal and classify animals and insects into their groups. Activity: Identify the characteristics of a vertebrate and invertebrate. Classify them into groups and justify why they belong in that group.	using a dichotomous key. Activity: Match the key to the characteristic and follow the key to decide the creatures' name. Classify the creatures into groups using the different characteristics. Debate and justify your reasoning for placing them in their groups.	dichotomous key. Activity: Match the key to the characteristic and follow the key to decide the plant name. Classify the creatures into groups using the different characteristics. Debate and justify your reasoning for placing them in their groups.	create a habitat for a hybrid creature Activity: Find the hybrid animal and explain what habitat it could possibly live in. Construct a 3D habitat for a hybrid creature.
DT	Lesson: Collagraph printing LO: To select material for collagraph printing that suit your abstract design. Activity: Find an object that could be used. Observe how the object could be used to make different patterns. Start to discuss their object and the picture they would like to make.	Lesson: Collagraph printing LO: To use a found object to support the creation of an abstract piece of art. Activity: Recognise key words used for collagraph printing. Identify what each of them means and its relevance to their work. Discuss the instructions given and start to plan their work.	Lesson: Collagraph printing LO: To use a found object to support the creation of an abstract piece of art. Activity: Recall the instructions from last lesson. Categorise the instructions and resources needed. Plan the collagraph print.	Lesson: Collagraph printing LO: To create a textual collagraph print. Activity: Tell other people about the design. Organise the resources needed for today's lesson. Create the collagraph print using the chosen resources.	Lesson: Collagraph printing LO: To create a textual collagraph print. Activity: Follow the instructions given on how to complete their collagraph print. Demonstrate using the design. Create their final piece.
Art	Lesson: Appraise! LO: To learn about the great artist Katsushika Hokusai. Activity: Tell your partner your initial thoughts and feelings about the artwork. Summarise your opinion of the artwork through answering key questions. Discuss the key events in the life/career of the artist.	Lesson: Collecting ideas LO: To use sketch books to record their observations and use them to review and revisit ideas. Activity: Follow the style of the artist of study and use a key piece of artwork to inspire your sketch. Observe the artistic techniques used and modify where appropriate to use in your own artwork. Assess the effectiveness of your own piece of work.	Lesson: Edit and improve LO: To improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal, paint]. Activity: Recognise improvements to be made to your artwork. Compare your artwork to the work of your fellow classroom artists in order to learn from others. Determine what improvements are to be made and plan how these will be made before painting.	Lesson: A piece of the puzzle. LO: To improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal, paint]. Activity: Group piece – for a quarter of the picture... Illustrate their understanding of their piece by looking closely at the detail and replicating in their own personal style. Modify and make changes throughout sketching process. Piece puzzle back together and make recommendations across the group to improve the impact of the piece.	Lesson: Adding to the effect. LO: To improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal, paint]. Activity: Describe the current effect of the piece and decide on a range of different media to add to the impact. Identify parts of the picture that would benefit from use of this variation of media. Continue to invent and modify .
Computing	Lesson: E-safety LO: To use technology safely, respectfully and responsibly Activity: List key words they think could be useful for a search. Compare the number and kinds of sites obtained. Evaluate the effectiveness of their searches.	Lesson: Surreal Photography LO: To study surrealist images online. Activity: Describe what can be seen in the pictures. Identify how these are similar/different to other pictures they have seen. Devise a plan that will use different parts of pictures to create one new one.	Lesson: Surreal Photography LO: To use different programmes to create a picture. Activity: Arrange parts of existing pictures. Organise the pieces into a different order and different places. Create a new image using various other parts of pictures.	Lesson: Surreal Photography LO: To create an image using different programmes. Activity: Describe what they are looking for in surrealist art. Apply the skills learnt in the last lesson to create an image.	Lesson: Appy Hour LO: Activity: Child led
PE	Athletics – with focuses on running over a range of distances, jumping and throwing.	Athletics – with focuses on running over a range of distances, jumping and throwing.	Athletics – with focuses on running over a range of distances, jumping and throwing.	Athletics – with focuses on running over a range of distances, jumping and throwing.	Athletics – with focuses on running over a range of distances, jumping and throwing.
PSHE	Lesson: Confidential information. LO: Feelings and emotions - To discuss keeping something confidential or secret; and when to	Lesson: Dares. LO: Feelings and emotions – To recognise and manage dares. Activity: To recognise daring	Lesson: Acceptable and unacceptable physical contact. LO: Healthy relationships - To recognise acceptable and	Lesson: Solving disputes and conflicts. LO: Healthy relationships – To solve disputes and conflicts amongst peers. Activity: Through discussion, locate the	Lesson: Sharing points of view. LO: Valuing difference – To listen and respond to people; share points of view. Activity: Children to use information

	<p>break a confidence. Activity: Define the key terminology 'confidential' and 'secret'. List examples of information that should be kept confidential. Categorise situations when it is appropriate to break confidentiality and compare to when it is not appropriate to break confidentiality. Justify reasons.</p>	<p>behaviour. To identify potential risks to daring behaviour and summarise possible outcomes. Determine whether appropriate safety measures are in place.</p>	<p>unacceptable physical contact. Activity: To recall acceptable and unacceptable physical contact. To infer the effect of unacceptable physical contact on a person's emotional well-being. To discuss who a 'trusted adult' could be to them, so they have a clear understanding that there is always someone there to talk to and share any problems with.</p>	<p>reason why disputes arise at school. Summarise how we solve disputes in the classroom/ on the playground. Propose a new way to help solve disputes on the playground, e.g.) a game, a buddy bench, a club.</p>	<p>about themselves in a presentation to the class. The class may ask questions and the presenter answer if they feel happy to. Explain their likes, dislikes, hobbies, favourite subjects, pets, to name a few. Observe and value the differences across the class.</p>
RE	<p>Lesson: Christianity and Judaism LO: To discuss and understand faiths where belief in one God is central: Christianity and Judaism. Activity: Describe similarities and differences. Discuss with partners to see if they can summarise their findings.</p>	<p>Lesson: Islam and Sikhism LO: To discuss and understand faiths where belief in one God is central: Islam and Sikhism. Activity: Write a comparison chart of the 2 religions. Compare the differences. Discuss why some beliefs are different to others.</p>	<p>Lesson: Hinduism LO: To discuss and understand faiths where belief in one God is in many forms: Hinduism. Activity: Use the iPads. Research the 3 main Gods. Re-write the information in their own words.</p>		<p>Lesson: Buddhism LO: To discuss and understand faiths where there is no God – Buddhism. Activity: Find information from a non-fiction text. Highlight the important findings. Justify why it is important.</p>
Music	<p>Lesson: Stop! 1 LO: To listen and appraise Activity: Describe what can be heard in the song. Explain the different noises various instruments make. Decide what the best part of the song was and why.</p>	<p>Lesson: Stop! 2 LO: To listen and appraise Activity: Describe what can be heard in the song. Explain the different noises various instruments make. Decide what the best part of the song was and why.</p>	<p>Lesson: Stop! 3 LO: To discuss and evaluate Activity: Tell another person what they can hear. Identify the differences between the pieces of music from this week to last. Discuss which one is better and why.</p>	<p>Lesson: Stop! 4 LO: To discuss and evaluate Activity: Tell another person what they can hear. Identify the differences between the pieces of music from this week to last. Discuss which one is better and why.</p>	<p>Lesson: Stop! 5 LO: To perform Activity: Use their bodies to find the pulse in the song. Identify answers to the questions. Compose a performance of their own/favourite song.</p>
Languages	<p>Lesson: Shopping for food LO: To use key vocabulary correctly. Activity: Use the vocabulary provided. Identify words that are similar in the English language. Select the correct option for the questions.</p>	<p>Lesson: Asking how much something costs LO: To use maths knowledge and French vocabulary to answer questions. Activity: Use the vocabulary provided. Identify words that are similar in the English language. Select the correct option for the questions.</p>		<p>Lesson: Talking about activities at a party. LO: To use key vocabulary correctly Activity: Use the vocabulary provided. Identify words that are similar in the English language. Select the correct option for the questions.</p>	
British Values	<p>Lesson: Mutual respect, tolerance and diversity. LO: To describe how to welcome people and practice being welcoming. Activity: Write thoughts about being new. Identify areas where people may struggle in new situations. Discuss how we can make people feel more welcome and share thoughts.</p>			<p>Lesson: Mutual respect, tolerance and diversity. LO: To describe how to welcome people and practice being welcoming. Activity: Find similarities and differences between the stories told and their own. Choose 2 activities that they could complete. Create a poster showing ways to be welcoming.</p>	
Outdoor Learning	<p>Lesson: Science sound walk LO: Activity: List all the sounds they can</p>		<p>Lesson: Spelling LO: To spell words from the Year 3/4 word list</p>	<p>Lesson: Collagraph printing LO: To create a textual collagraph print. Activity: Tell other people about the</p>	<p>Lesson: LO: To create a habitat for an animal. Activity: Find examples of animal prints.</p>

	<p>hear in that location. Explain the noises that can be heard. Decide which place they think will be loudest/quietest.</p>		<p>Activity: Find resources around the school. Categorise the items into useful and not useful. Construct the spelling words using the chosen items.</p>	<p>design. Organise the resources needed for today's lesson. Create the collagraph print using the chosen resources.</p>	<p>Apply knowledge of animals and habitats. Create a habitat.</p>
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