

Year 4	<b>SEQUENCE OF LEARNING</b>					
Autumn Term 1	<p><b>Enquiry Question: “How are humans interdependent with the world around us and what is our role within it?”</b></p> <p><i>Does our question give the children a real sense of what they will be exploring and finding out about? It should engage them in thinking about the ways in which they might answer it or go about finding answers.</i></p> <p><i>Consider the best order for your enquiries and it fits the time of the year. Think about the location and cultural context of our school. Does it coincide with particular events or festivals and is relevant to our community?</i></p>					
	<p><b>Harmony Principle: INTERDEPENDENCE</b></p> <p><i>Does this principle existing in nature integrate into our learning and help develop an understanding of how the world works?</i></p>					
	<p><b>Great Work: Arthur &amp; the Golden Rope Inspired Picture Books</b></p> <p><i>A purposeful outcome of the learning and a celebration of what has been learnt. Generate a sense of excitement, achievement, pride.</i></p> <p><i>The outcome can be shared so we need to adjust our thinking in the current situation.</i></p>					
	<p><b>Partners in Learning: Anglo-Saxon / Ridgeway Visitor; Visiting Poet.</b></p> <p><i>Who can enrich and add value to an enquiry?</i></p>					
	<p><b>Sustainability theme: Climate Change</b></p> <p><i>What can we learn from this principle of harmony that helps us to live more sustainably? This is ultimately the learning goal of a harmony curriculum.</i></p>					
	<p><b>Text : Arthur &amp; the Golden Rope, Flotsam.</b></p>					
	<p style="text-align: center;"><b>Weekly Questions</b></p> <p style="text-align: center;"><i>A series of questions that take the children on a journey towards a meaningful outcome.</i></p>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<p>Maths</p> <p><i>“Maths No Problem”</i></p>	MNP - Place Value, Addition and Subtraction					
<p>Spelling</p> <p><i>“No Nonsense Spelling”</i></p>	Strategies for learning words: words from statutory and personal	Words ending /ʒə/	Possessive apostrophe with singular proper nouns	Homophones (peace/piece, main/mane, fair/fare)	Strategies for learning words: words from statutory and personal spelling lists	Spelling assessments

	spelling lists					
<b>English</b>	Flotsam (return to school writing with a presentation, punctuation and grammar focus)		Arthur & the Golden Rope (creative story writing using Norse Mythology as an inspiration)			
<b>Science</b> <i>Animals, Including Humans</i>	What is inside my body and how does it all work together?	What is my digestive system and how is it interdependent with what I eat & drink?	What are food chains and how are all living creatures linked in this way?	Where do I fit in a food chain and can I create some food chains I might find in the UK?	How does my, or an animal's place in a food chain dictate their appearance (especially their skeletons and teeth)?	Animals, including humans - Why are our teeth important and how do we look after them?
<b>History</b> <i>Anglo-Saxons, including the Vikings</i>	Where do we fit in the timeline of the world?	How did the UK look during the Anglo-Saxon period?	How was Anglo-Saxon life different to our lives today?	What can the mystery of Sutton Hoo tell us about Anglo-Saxon life?	What can the Anglo-Saxons teach us about being interdependent with the world around us?	
<b>Art</b>	Flotsam inspired artwork - how are we interdependent with the sea and can I create an artwork to represent this? <i>Use and control a pencil and other dry media. Use an artist as a starting point for artwork.</i>		Artwork inspired by the interdependence of the seasons. Creating our own paint using techniques used in the Anglo-Saxon and Viking age. Displayed in the school corridor. <i>Demonstrate increasing knowledge and skill with colour mixing, making the colours needed and matching colours with increasing accuracy. Use more specific colour language, e.g. tint, tone, shade, hue. Plan and create different effects and textures with paint according to what they need for the task.</i>			
<b>PE</b>	How can I move and use the apparatus effectively and safely?	How can I move in different ways on different types of apparatus?	How can I develop my balance, pose and core strength when working on the apparatus or	How can I vault and jump with control and accuracy and land without falling?	How can I travel over apparatus, such as ladders and ropes, with increasing speed and effectiveness?	Can I teach a friend how to forward roll and squat on the vault?

			mats?			
<b>Music</b>	Can you feel the beat?	How can we respond to the music?	Can you create movements to match the sound?	What will the beat detective find?	Can you create a song using the same beat?	How do we change the speed of the beat?
<b>Singing</b>	Weekly music & singing sessions with Mr Baker					
<b>RSHE</b> <i>"Jigsaw"</i>	Jigsaw - Being me in my world					
<b>RE</b> <i>"Discovery"</i>	What can I recall about the religions of the world?	Exploring the Jewish religion - what do Jews believe and what is important to them?	How special is the relationship Jews have with God?	Do sacred texts have to be 'true' to help people understand their religion?	Does participating in worship help people to feel closer to God or their faith community?	
<b>Computing</b> <i>"Rising Stars"</i>	How do I use my Chromebook in school safely and effectively?	We are presenters module - researching a presentation on Anglo-Saxons	We are presenters module - creating a presentation on Anglo-Saxon History	We are presenters module - presenting my slideshow on Anglo-Saxon History		
<b>Outdoor learning</b>	Getting to know each other	Getting to know each other	How can we work together as a team to achieve shared objectives?	Through exploring the school garden, pond and grounds how do living things depend on each other?		
<b>French</b>	Weekly French Sessions with Madame Huelin focusing on colours, numbers and everyday French phrases.					