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| Year 4 | SEQUENCE OF LEARNING | | | | | |
| Autumn Term 2 | <p>Enquiry Question: “Myths, legends or truth. How have scientists and explorers influenced our view of the world?”</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>Harmony Principle: ADAPTATION</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>Great Work: Whole Class Guide to Dragons (Non-Fiction Book), Christmas Carol Concert</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>Partners in Learning: Heather Tamminen - Viking Ridgeway Expert, Bournemouth University</p> <p><i>Who can enrich and add value to an enquiry?</i></p> | | | | | |
| | <p>Sustainability theme: Energy</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>Text : The Dragon Seekers Guide</p> | | | | | |
| | <p style="text-align: center;">Weekly Questions</p> <p style="text-align: center;"><i>A series of questions that take the children on a journey towards a meaningful outcome.</i></p> | | | | | |
| | <p style="text-align: center;">Who is a famous scientist or explorer?</p> | <p style="text-align: center;">How did Fibonnaci make a difference?</p> | <p style="text-align: center;">When is it okay to break the rules?</p> | <p style="text-align: center;">What makes something great?</p> | <p style="text-align: center;">What evidence can we find to show that we have adapted?</p> | <p style="text-align: center;">Can anyone make a difference?</p> |

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| Maths <i>“Maths No Problem”</i> | MNP - Addition and Subtraction | | | | MNP - Multiplication | | |
| Literacy | Remembrance / Black History profile | The Dragon Seekers Guide (Non-Fiction Writing) | | | | Winter inspired poetry | |
| Spelling <i>“No Nonsense Spelling”</i> | Strategies for Learning Words & Proofreading | Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ | Words with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’ Words with the /ʃ/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’ | Words with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’ Words with the /ʃ/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’ | Pair testing, strategies for learning words & homophones | Adding suffixes beginning with vowel letters to words of more than one syllable (-ing’, ‘-er’, ‘-en’, ‘-ed’) | Strategies for Learning Words & Proofreading |
| Geometry Architecture |  Who was Fibonacci? |  How does the golden ratio work? (buildings) |  Do most famous architectural buildings use the golden ratio rule? |  Can we design our own buildings using the golden ratio inspired by existing buildings? |  Where can you find Fibonacci’s spirals in nature? |  Can we replicate Fibonacci’s spirals in nature? | |
| Outdoor Learning | How can you create a | How can you represent part | Can you make a bridge | What will make your | Are straight lines found in | What patterns can you find in nature that will inspire and | |

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| | Fibonacci pattern using any natural materials you can find outside? | of the school building? | out of sticks that will hold a pine cone over the edge of the pond? | bridge stronger? | nature? Find examples in our grounds. | help you to design a building of your choice? | |
| Science | Who discovered electricity? | Where can we find electricity? (in homes) | What happens if we break the circuit? | How do we light a light? | | Can anything stop electricity? | |
| History | What did Vikings eat? | How do we know the Vikings were great explorers? | What made a Viking settlement successful? | During the Viking times did the punishment fit the crime? | Was Alfred the Great really great? | Why did the Viking era end in Great Britain? | What changes happened as a result of the Anglo-Saxons and Vikings? |
| PE | Netball - Can I recall and show how to pass, catch and control a netball with a partner | Netball - Can I move around a netball court effectively with my teammates, while considering positions and space. | Netball - How can I work effectively as part of a team to attack and defend? | Netball - Can I adapt my performance from last week and improve my attacking and defending? | Netball - Can I adapt and apply what I have learnt in a competitive game? | Netball - Can I apply what I have learnt in a competitive game? | |
| Music | Presenting the rhythm | Presenting the rhythm | Practising rhythm and preparing tempo | Practising rhythm and tempo | Christmas Carol Concert Preparation | | |

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| Singing | <p>Weekly singing sessions with Mr Baker Weekly music sessions with Mr Baker Christmas Carol Concert Preparation and Performance</p> | | | | | |
| RSHE <i>“Jigsaw”</i> | <p>Jigsaw - Celebrating Difference Anti-bullying week - Reach Out</p> | | | | | |
| RE <i>“Discovery”</i> | <p>Where can you find symbols and what symbols have a Christian meaning? What symbols can you find in the Christmas story and what do these different symbols mean? Christingle - what does it mean to Christians? What do you think is the most significant part of the Nativity story for Christians today?</p> | | | | | |
| Computing <i>“Teach Computing - the internet and networks”</i> | Connecting networks | What is the internet made of? | Sharing information | What is a website? | Who owns the web? | Can I believe what I read? |
| French | <p>Weekly French Sessions with Madame Huelin.</p> | | | | | |
| Food | <p>Vegetable Soup</p> | | | | | |
| Art Colour | <p>A termly focus on colour mixing, brush control and the use of different media in the design and creation of ‘dragon eye’ artwork to support and inspired by our literacy learning. Elements - colour - tone - texture - line Practices - drawing - painting</p> <ul style="list-style-type: none"> - Colour mixing and matching; tint, tone, shade - Observe colours - Choose suitable equipment for the task -Use colour to reflect mood - Discuss and evaluate own work and that of others | | | | | |