				"We strive to create an environment which promotes a thirst for learning and gives everyone the best chance of success within a caring Christian ethos"		
				Our Learning Challenge		*How can we celebrate different parts of Europe through food?*
Year	4	Term	Spring	Our Vision and values		I will be proud of all that I do an treat others with kindness I will respect and value myself and others no matter what we believe, how we look or where we live will be responsible for the way I behave I will be the best that I can be I will embrace new challenges and learning opportunities I will reflect on my learning and listen to advice from others about how to improve I will have fun, enjoy learning new things at school and have the courage to make mistakes I will think about my own faith and what difference it an make to me and how I live
Purposeful Learning Outcome		Pop-up restaurant/buffet		British Values		Democracy: we aim to promote this British value by demonstrating how democracy works by discussion, decision making and voting. For example: • Encouraging children to make decisions together. • Providing opportunities for children to vote between choices of activity. • Providing the opportunity for children to vote for Buddies, School Council, Collective Worship Council and subject leaders Individual liberty: we aim to promote this British value by promoting individual freedoms to choose faiths, beliefs and likes/dislikes. For example: • Providing opportunities for children to share achievements and successes, to promote independence and develop self-esteem. • Encouraging children to develop a positive sense of themselves. • Provide activities for all children to engage in and actively challenge gender specific tasks and activities. Rule of law: we aim to promote this British value by demonstrating a need for rules and laws which help to keep us safe and happy For example: • By working together to create group rules. • By understanding their own and others' behaviour and feelings and the consequence of these. • Encouraging and supporting children to learn how to distinguish right from wrong. Mutual respect and tolerance of different faiths and beliefs: we aim to promote this British value by treating others how we would like to be treated ourselves regardless of their differences • Encouraging children to learn about the world around them – both locally and further afield. • Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life,

Starting Stimulus	Community Links Visitors and Visits Creative Experiences	SMSC Including PSHE and Safeguarding
European treasure hunt	Farm to Fork (Tesco) workshop in school plus class visit to the store – food in Europe Follow recipes and make European food dishes together in school Visit an Italian restaurant, prepare food and dine together with the class Visit a Sikh gurdwara Invent a new game, write instructions and test it with my friends Win the city challenge Have a dinner party for parents Create a dance/gymnastic routine Say hello in 10 languages	**Dreams and Goals** Know how to make a new plan and set new goals even if I have been disappointed Know what it means to be resilient and to have a positive attitude Outcome – table decorations/inspiring quotes around restaurant **Healthy Me** Recognise when people are putting me under pressure and can explain ways to resist this when I want to Identify feelings of anxiety and fear associated with peer pressure Outcome – Healthy Friendship chapter

Steps to Achieving Learning Challenge

Sub question	Subject Focus (from mapping)	Content / Activities
Where and what is Europe?	Geographical skills; map skills, questioning, research	Locate Europe and UK on globe, locate countries and capital cities in Europe / European Union on maps, Europe flags
What is special about each country?	IT - Use search engines effectively and safely to find relevant information. Create video trailer. RE - Easter	Internet research, E-safety, video trailer, report. Include special physical features / monuments eg Mount Etna, the Alps. The Eiffel Tower.
What national foods are linked to these countries and how is food used in celebrations in different countries?	IT - Use search engines effectively and safely to find relevant information. Food tasting, food making.	Visit local food outlets, Italian restaurant trip, internet research, local library – cookery books, tv programmes, Easter, cooking
How can we create the right ambience for the food event using music and light?	Science – sound, electricity	Eurovision song contest, sound recording, restaurant music, safety, clay pots (tea lights)
Can we set up a food event that reflects the special characteristics of European countries?	DT – food technology,	Cooking, advertising, instructions, decorations. recipe book

Relationship to Core Subjects

English Skills	Maths Skills	Science Skills

To read words accurately	To write with purpose	Fractions	**Animals, including humans (4AH)**

To read words accurately

· Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).

· Read further exception words, noting the spellings.

To understand texts

· Draw inferences from reading.

· Predict from details stated and implied.

· Recall and summarise main ideas.

· Discuss words and phrases that capture the imagination.

· Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.

· Prepare poems and plays to read aloud with expression, volume, tone and intonation.

· Identify recurring themes and elements of different stories (e.g. good triumphing over evil).

· Recognise some different forms of poetry.

· Explain and discuss understanding of reading, maintaining focus on the topic.

· Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

· Predict what might happen from details stated and implied.

· Identify main ideas drawn from more than one paragraph and summarise these.

To write with purpose

· Use the main features of a type of writing (identified in reading).

· Use techniques used by authors to create characters and settings.

· Compose and rehearse sentences orally.

· Plan, write, edit and improve

To organise writing appropriately

· Use organisational devices such as headings and sub headings.

· Use the perfect form of verbs to mark relationships of time and cause.

· Use connectives that signal time, shift attention, inject suspense and shift the setting.

To use paragraphs

· Organise paragraphs around a theme.

· Sequence paragraphs.

To use sentences appropriately

· Use a mixture of simple, compound and complex sentences.

· Write sentences that include:

· conjunctions

Fractions

Recognise and show, using diagrams, families of common equivalent fractions.
Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
Add and subtract fractions with the same denominator.

Time

Convert between different units of measure
eg hour to minute.
Read, write & convert time between analogue and digital 12 and 14 hour clocks.
Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

Decimals

Recognise and write decimal equivalents of any number of tenths or hundredths.
Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths
Round decimals with one decimal place to the nearest whole number.
Compare numbers with the same number of decimal places up to two decimal places.

Measurement- Money

Solve simple measure and money problems involving

Animals, including humans (4AH)

i) describe the simple functions of the basic parts of the digestive system in humans

ii) identify the different types of teeth in humans and their simple functions

iii) construct and interpret a variety of food chains, identifying producers, predators and prey

Electricity (4E)

i) identify common appliances that run on electricity

ii) construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

iii) identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

iv) recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

v) recognise some common conductors and insulators, and associate metals with being good conductors

Working Scientifically (LKS2)

i) asking relevant questions and using different types of scientific enquiries to answer them

• Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text.	• adverbs • direct speech, punctuated correctly • clauses • adverbial phrases To present neatly • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. To spell correctly • Use prefixes and suffixes and understand how to add them. • Spell homophones correctly. • Spell correctly often misspelt words. • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	fractions and decimals to two decimal places. Estimate, compare and calculate different measures, including money in pounds and pence. Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.	ii) setting up simple practical enquiries, comparative and fair tests iii) making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers iv) gathering, recording, classifying and presenting data in a variety of ways to help in answering questions v) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables vi) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions vii) using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions viii) identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings

	To punctuate accurately		
	• Develop understanding of writing concepts by:		
	• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.		
	• Using the present perfect form of verbs in contrast to the past tense.		
	• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.		
	• Using conjunctions, adverbs and prepositions to express time and cause.		
	• Using fronted adverbials.		
	• Indicate grammatical and other features by:		
	• Using commas after fronted adverbials.		
	• Indicating possession by using the possessive apostrophe with plural nouns.		
	• Using and punctuating direct speech.		
	To analyse writing • Use and understand grammatical terminology when discussing writing and reading: **Year 3** • word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. **Year 4** • pronoun, possessive pronoun, adverbial. To present writing		

• Read aloud writing to a group or whole class, using appropriate intonation.

Key Texts

Fiction
CA Duffy – Lost Happy Endings
Classic fairy stories, inc Hans C Anderson
British Legends, e.g Beddgelert, St George

Non-fiction
Travel through France
Cooking books, Family Circle
Food in Europe guides

Poetry
Classic poems –
Land of Counterpane
Escape at Bedtime
Windy Nights
Food poems

English Real and Purposeful Outcomes	Maths Outcomes	Science Outcomes
Write stories that contain mythical, legendary or historical characters, e.g. Beddgelert 'Twist' tales and change story endings or plot, e.g. Lost Happy Endings Write instructions and evaluate, e.g. how to play a game, new (original) game; check if instructions are effective Write instructions for food recipes; make the products and evaluate Write reports, e.g. food festivals in Europe Enjoy reading poems in a group; write an original verse to extend one poem; work on a performance poem together, e.g. food rap, chocolate cake	Questionnaires to help create a menu for the restaurant and then represents in different data forms Children to develop ingredients and use ratios to change for different quantities of people Predict profits and sales for different products and estimated profit Customer satisfaction surveys and then show in statistical form Use https://www.stem.org.uk/resources/community/collection/20762/mathematics-context-food-and-drink to carry out different mathematical food activities	**Animals, including humans (4AH)** • discuss the differences between herbivores, carnivores and omnivores ELECTRICITY • Explore electricity and understand what you already know **(exploring)** • Understand electricity and the dangers it poses **(exploring)** • Identify electrical components and explore electrical circuits **(problem solving and exploring)** • Sort materials into conductors and insulators by testing them within a circuit **(sorting and classifying)** • Using knowledge of electrical circuits, build a buzz-wire game **(problem solving)**

		• Demonstrate an understanding of electrical circuits with a class quiz

Relationship to Foundation Subjects		
Art and Design Skills	**Design and Technology Skills**	**Computing**

To develop ideas	To design, make, evaluate and improve	To connect

Art and Design Skills

To develop ideas
· Develop ideas from starting points throughout the curriculum.
· Collect information, sketches and resources.
· Adapt and refine ideas as they progress.
· Explore ideas in a variety of ways.
· Comment on artworks using visual language.

To take inspiration from the greats (classic and modern)
● Replicate some of the techniques used by notable artists, artisans and designers.
· Create original pieces that are influenced by studies of others.

To master techniques in:
collage (Warholl)
· Select and arrange materials for a striking effect.
· Ensure work is precise.
· Use coiling, overlapping, tessellation, mosaic and montage.
.

Drawing

· Use different hardnesses of pencils to show line, tone and texture.

· Annotate sketches to explain and elaborate ideas.

Design and Technology Skills

To design, make, evaluate and improve
· Design with purpose by identifying opportunities to design.
·Make products by working efficiently (such as by carefully selecting materials).
· Refine work and techniques as work progresses, continually evaluating the product design.
·Use software to design and represent product designs.

To take inspiration from design throughout history
· Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.
· Improve upon existing designs, giving reasons for choices.
· Disassemble products to understand how they work.

To master practical skills
1d. To master practical skills in Electricals and electronics – link to science
· Create series and parallel circuits

Food
· Prepare ingredients hygienically using appropriate utensils.
· Measure ingredients to the nearest gram accurately.
· Follow a recipe.
· Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)

Computing

To connect
· Contribute to blogs that are moderated by teachers.
·Give examples of the risks posed by online communications.
· Understand the term 'copyright'.
· Understand that comments made online that are hurtful or offensive are the same as bullying.
· Understand how online services work.

To communicate
· Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

To collect
· Devise and construct databases using applications designed for this purpose in areas across the curriculum.

To code
· Use specified screen coordinates to control movement.
· Set the appearance of objects and create sequences of changes.
· Create and edit sounds. Control when they are heard, their volume, duration and rests.
· Control the shade of pens.
· Specify conditions to trigger events.
· Use IF THEN conditions to control events or objects.
· Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).

· Use variables to store a value.

· Use the functions define, set, change, show and hide to control the

• Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. Sculpture (art) – European table decorations • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) • Use clay and other mouldable materials. • Add materials to provide interesting detail. Textiles -European flags for restaurant decoration • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.		variables. • Use the Reporter operators () + () () - () () * () () / () to perform calculations.
Art and Design Outcomes	**Design and Technology Outcomes**	**Computing Outcomes**
Sketch and draw a range of dried pasta, e.g penne, fusilli Use different hardnesses of pencils to sketch and fill shapes, e.g. with cross hatching or dots; show light and shadow Reproduce as still life sketch/ pastel of bowl of fruit, e.g. in the style of Jena Bouc; make playdough fruit (mini competition with limited materials) Look at the work of Andy Warhol and recreate own repeated design using multicolours (pencil and /or felt pen) Design and make the net, then build a box to carry a scone home.	Make a range of European recipes e.g. Tzatzaki, cold Greek salad, scones etc. Use different skills when preparing different foods, inc cold cookery Make menus for pop-up buffet inc ones using Publisher to show illustrations of the food Disassemble a range of food packaging (before making nets for scone boxes) Research famous cooks/ bakers in Europe	**We are meteorologists** **To collect, to communicate (collect and log weather information)** Excel, Sheets, google weather **We are musicians**

		To communicate (record an audio file / performance)
Create flags of European countries – to make table decorations for the pop-up buffet event (art) Create European bunting using a range of textiles, e.g. felt, hessian – stitch some pieces as well as PVA glue		iMovie, iPad, garage band, iMovie (trailer)

Geography Skills	History Skills	Music Skills	P.E Skills
<u>To investigate places</u> · Ask and answer geographical questions about the physical and human characteristics of a location. · Explain own views about locations, giving reasons. · Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. · Use fieldwork to observe 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. · Use a range of resources to identify the key physical and human features of a location. · Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. · Name and locate the countries of Europe and identify their main physical and human characteristics. <u>To communicate geographically</u> ·Describe key aspects of: · **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. · **human geography**, including: settlements and land use. · Use the eight points of a compass, four-figure grid references, symbols	<u>To investigate and interpret the past</u> Use evidence to ask questions and find answers to questions about the past. · Suggest suitable sources of evidence for historical enquiries. · Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. · Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. · Suggest causes and consequences of some of the main events and changes in history. <u>To build an overview of world history</u> · Describe changes that have happened in the locality of te school throughout history. · Give a broad overview of life in Britain from ancient until medieval times. · Compare some of the times studied with those of other areas of interest around the world. · Describe the social, ethnic, cultural or religious diversity of past society. · Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>To understand chronology</u> · Place events, artefacts and historical figures on a time line using dates. · Understand the concept of change over time, representing this, along with evidence, on a time line. · Use dates and terms to describe events. <u>To communicate historically</u>	<u>To perform</u> · Sing from memory with accurate pitch. · Sing in tune. · Maintain a simple part within a group. · Pronounce words within a song clearly. · Show control of voice. · Play notes on an instrument with care so that they are clear. · Perform with control and awareness of others. <u>To describe music</u> (Instruments of the orchestra (Symphony Hall to watch CBSO), Debussy – French, Beethoven – German, Verdi, Italian , Roderigo – Spanish, Handel's Water music) · **Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.** · **Evaluate music using musical vocabulary to identify areas of likes and dislikes.** · **Understand layers of sounds and discuss their effect on mood and feelings.** <u>To compose</u> **(European themed songs –**	**Spring 1 – Gymnastics** To develop practical skills in order to participate, compete and lead a healthy lifestyle · Plan, perform and repeat sequences. · Move in a clear, fluent and expressive manner. · Refine movements into sequences. · Show changes of direction, speed and level during a performance. · Travel in a variety of ways, including flight, by transferring weight to generate power in movements. · Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). · Swing and hang from equipment safely (using hands). **Swimming** (Milestone 2) · Swim between 25 and 50 metres

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and key to communicate knowledge of the United Kingdom and the wider world.

To investigate patterns· Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.

· Describe geographical similarities and differences between countries.

· Describe ho

w the locality of the school has changed over time.

</td><td>

· Use appropriate historical vocabulary to communicate, including:

  · dates

  · time period

  · era

  · change

  · chronology.

· Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

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new national anthems)
· Compose and perform melodic songs.
· Use sound to create abstract effects.
· Create repeated patterns with a range of instruments.
· Create accompaniments for tunes.
· Use drones as accompaniments.
· Choose, order, combine and control sounds to create an effect.
· Use digital technologies to compose pieces of music.
To transcribe

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unaided.

· Use more than one stroke and coordinate breathing as appropriate for the stroke being used.

· Coordinate leg and arm movements.

· Swim at the surface and below the water.

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Geography Outcomes	History Outcomes	Music Outcomes	P.E Outcomes
Locate countries using atlases and google maps, inc UK and Europe List geographical features of a specific country List similarities and differences between countries Create a treasure map inc points of a compass; write and follow instructions to find a buried item on the field Sketch maps/ plan of local area – school an field; compare to historical photo/ map of school	Follow on from Egypt work by finding out about food in Ancient Egypt – make cold product together. Look at key events in Europe with respect to food, e.g. National food festivsal	· Short description of pieces of music using the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. · Evaluation of likes and dislikes of pieces of music including their mood and feelings as a result of listening to the music/ of the composer. · Record of composition of a song, perhaps using digital technologies · Composition includes non-standard symbols to indicate when to play and rest. · Annotations about a child's ability to recognise the notes EGBDF and FACE on the musical stave, recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	**Gymnastics** Photographic/annotated evidence of a child's ability to compose creative and complex gymnastics sequences. • Understood how to perform safe actions and sequences • Used capital letters and full stops to show when a sequence starts and ends • Watched and given feedback to other children in their group and other groups. • Used ipads to support

			making improve their sequences and performances.
			• Completed at least one roll with accuracy
			• Organised and performed sequences.
			Outdoor and Adventurous Activity
			Photographic/annotated evidence of a child's ability to evaluate options to complete an objective.
			• Found alternative solutions to problems
			• Cooperated as part of a team
			• Analysed and assessed the challenges faced

RE Skills	MfL Skills
Understand beliefs and teachings	To read fluently
•Present the key teachings and beliefs of a religion.	• Read and understand the main points in short written texts.
• Refer to religious figures and holy books to explain answers.	• Read short texts independently.
To understand practices and lifestyles	• Use a translation dictionary or glossary to look up new words.
• Identify religious artefacts and explain how and why they are used.	To write imaginatively
• Describe religious buildings and explain how they are used.	• Write a few short sentences using familiar expressions.
• Explain some of the religious practices of both clerics and individuals.	• Express personal experiences and responses.
To understand how beliefs are conveyed	• Write short phrases from memory with spelling that is readily understandable.
• Identify religious symbolism in literature and the arts.	To speak confidently
To reflect	• Understand the main points from spoken passages.
• Show an understanding that personal experiences and feelings influence attitudes and actions.	• Ask others to repeat words or phrases if necessary.

• Give some reasons why religious figures may have acted as they did.	• Ask and answer simple questions and talk about interests.
• Ask questions that have no universally agreed answers.	• Take part in discussions and tasks.
<u>To understand values</u>	• Demonstrate a growing vocabulary.
• Explain how beliefs about right and wrong affect people's behaviour.	<u>To understand the culture of the countries in which the language is spoken</u>
• Describe how some of the values held by communities or individuals affect behaviour and actions.	• Describe with some interesting details some aspects of countries or communities where the language is spoken.
• Discuss and give opinions on stories involving moral dilemmas.	• Make comparisons between life in countries or communities where the language is spoken and this country.

RE Outcomes	MfL Outcomes
Spring	Link to English – Hans Christian Anderson link
People of God –Dictionary of terms, fact file of William Booth and the Salvation Army, retelling of Genesis 12:1	
Salvation-:Summary of the Last Supper, a communion guide, reflection task – plan and make memory boxes	
BS – How do Sikhs show they belong? Summary of Amrit Ceremony, information leaflet, acting out	
How do Muslims respond to others' suffering? – Reflections on five daily prayers, research Islamic Relief	