"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					Why is clean water so important to the world and how can we support people to access it?
Year	4	Term	Summer	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		Guide – e.g How to use water responsibly Presentations to school and community about water-related themes		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	
Video – water usage Design at undertake a water usage survey – at school, then at home How much water do you use in one day/ week?	Design and make bottle filters using natural materials; make a poster and present in pictures and words Research about Water Aid and raise funds for charity Take part in a sewage workshop – Severn Trent Design a water usage survey to conduct at home and/or school Work in a group to produce a water themed powerpoint presentation, e.g. sea life, Water Aid, water treatment, rivers/ seas of the world Invite a historian or visit a local museum to find out about local canal systems in the Black County (Bewdley Museum) Have a day at the beach Have a water fight Launch a rocket Build a lighthouse Learn about famous artists Remember Rivers	**Relationships** Explain different points of view on an animal rights issue and express my own opinion and feelings on this Outcome – Our Special relationships painting **Changing Me** Identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this Outcome – Circles of change	

Steps to Achieving Learning Challenge		
Sub question	**Subject Focus (from mapping)**	**Content / Activities**
What do we use water for?	Geography - 3.To communicate geographically Geography - 1.To investigate places	Investigation around homes, school, local area.
How does clean water reach our taps?	Geography - 1.To investigate places	Severn Trent Water Water cycle Guide for educate others
When is water a problem?	History 2 -To build an overview of world history Art - 2a. To master techniques in painting	Water Aid Floods Study of the past and present
How is water portrayed through art work?	Art - 2a. To master techniques in painting Art - 2d. To master techniques in drawing	Artist study Looking at painting painted – brush techniques, pencil techniques, shading

	Art - 3. To take inspiration from the greats (classic and modern)	techniques. Recreated a water image to use as our background for our presentation Paint to different styles of music and see how it effects the outcome of the painting
What do we use to manage water?	D & T - 1f. To master practical skills in Construction D & T - 1g. To master practical skills in mechanics	Designer study – look at inventions link to saving water Improve an existing product/create their own product Plan their product- materials, how it works, and designing techniques, create guide, and pitch to the local business, costing, price of product, profit.
How can we affect mood through music?	Music - 4.To describe music	Watch different water videos – Observe the mood each video creates, discuss the pitch, beat, silence points, likes, dislikes, moods. Select a piece of music to be used as a background for their presentation
How can we support people in the world who do not have enough water? Outcome - Presentation	PSED - 4. To push themselves PSED - 8. To not give up ICT - 3. To communicate	Presentation Computing Music Leaflets Products Painting Water cycle Raising money

Relationship to Core Subjects		
English Skills	Maths Skills	Science Skills

		Measures: Perimeter and Length	States of Matter (4SM)
To read words accurately	To write with purpose	Convert between different units of measure eg kilometre to metre. Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m	i) compare and group materials together, according to whether they are solids, liquids or gases
· Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). · Read further exception words, noting the spellings.	· 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.	Geometry: Angles Identify acute and obtuse angles and compare and order angles up to two right angles by size.	ii) observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
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	· 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	Geometry: Shape and symmetry Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	iii) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

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. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text.	suspense and shift the setting. <u>To use paragraphs</u> • Organise paragraphs around a theme. • Sequence paragraphs. <u>To use sentences appropriately</u> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases <u>To present neatly</u> • 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. <u>To spell correctly</u> • Use prefixes and suffixes and understand how to add them. • Spell homophones correctly. • Spell correctly often misspelt words.	Identify lines of symmetry in 2D shapes presented in different orientations. Complete an simple symmetric figure with respect to a specific line of symmetry. <u>Geometry- Position and Direction</u> Describe positions on a 2D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/ right and up/ down. Plot specified points and draw sides to complete a given polygon. <u>Statistics</u> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. <u>Measurement: Area and Perimeter</u> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Convert between different units of measure [for example, kilometre to metre] Find the area of rectilinear shapes by counting squares. Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.	Living things and their habitat – eater link **Working Scientifically (LKS2)** i) asking relevant questions and using different types of scientific enquiries to answer them 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) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables v) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using straightforward scientific evidence to answer questions or to support their findings

	• 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. 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.

<u>To present writing</u>

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

<u>Key Texts</u>

<u>Fiction</u>	<u>Non-fiction</u>	<u>Poetry</u>
J Wilson – Buried Alive	Water	Descriptive, sea poetry
The Mousehole Cat	Oceans of the world	inc classic (video clips)
M Morpurgo – Wreck of the Zanzibar	Sealife books	Daddy fell into the pond
Q Blake – The Green Ship	Dolphins and Whales	Song of the Whale
Wind in the Willows	Theme park/ water park leaflets	

English Real and Purposeful Outcomes	Maths Outcomes	Science Outcomes
Write stories set in familiar places, inc linked to topic, e.g. the beach/ seaside Develop detailed character and setting descriptions Include dilemmas/ issues in stories, e.g. Buried Alive (J Wilson) Write stories inspired by reading across the curriculum (pupil choice); explore different presentation styles Write persuasively, e.g. to produce a leaflet or guide e.g. holiday destination, holiday park, family day out Improve descriptive language through poetry, e.g. narrative poetry 'the sea' Record ideas for water themed poetry in different, creative ways inc using images, calligrams, different fonts/ colours Learn a poem as a class, and perform for an audience	Investigate the three states of water in solid, liquid and gas form. Show which temperatures are required to boil and freeze. Make a 'to scale' drawing of the school and show where water is accessed – 'break' the school into different parts Cross with science to show different materials – will they sink or float, metal or non-metal etc – Record in a Carroll diagram Different objects in the classroom – figure out capacities using water. Estimate first then record. Using different liquids - is 1kg of water the same as 1 litre of water? (use milk, squash, juice as other liquids)	STATES OF MATTER • Identify misconceptions and classify materials into solids, liquids and gases **(sorting and classifying)** • Investigate the presence of gases **(exploring)** • Understand the behaviour of particles in the different states and use a thermometer to observe temperature changes of water **(observing over time/exploring)**

			• Investigate evaporation and condensation **(fair testing/exploring)**
			• Understand and explain the water cycle using scientific language **(exploring)**
			• Demonstrate an understanding of states of matter by recreating a range of simple practical enquiries **(exploring)**
			Living things and their habitats
			i) recognise that living things can be grouped in a variety of ways
			ii) explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
			Working Scientifically (LKS2)
			i) asking relevant questions and using different types of scientific enquiries to answer them
			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

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

(continued at top: and presenting data in a variety of ways to help in answering questions)

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

• Create original pieces that are influenced by studies of others. 2a. To master techniques in painting • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. Digital Media • Create images, video and sound recordings and explain why they were created.	• Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. To master practical skills Construction • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. Textiles – link to construction • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. Mechanics • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	To collect • Devise and construct databases using applications designed for this purpose in areas across the curriculum.
Art and Design Outcomes	**Design and Technology Outcomes**	**Computing Outcomes**
Explore techniques water colour; add more water to make thinner paint with lighter shades of blue/ green. Mix different shades of 'water' colour/ blue to produce a wash and experiment with mood – e.g. dark, midnight blue for accompanying a description of night/ evening/ mystery (link with Lost Happy Endings) Create a watercolour painting of 'Water Lilies' (Claude Monet), inc bridge, reflections on water	Experiment with making structures (group work), e.g. straws, rolled up paper – to reproduce bridges made by great designers Pop up book re Buried Alive, e.g. with levers to push up characters Group water collage inc some stitching of pieces – mixed textiles, e.g. felt, hessian	**We are 'toy' designers** Swift **We are HTML editors** **To connect, to communicate (make information web pages)**

		Sites.google.com	

Create images and sound effects (water) into end of topic powerpoints for presentations for parents

Geography Skills	History Skills	Music Skills	P.E Skills

Geography Skills

To investigate places

· 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.

To communicate geographically

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

History Skills

To investigate and interpret the past
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.

To build an overview of world history

· Describe changes that have happened in the locality of the 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.

To understand chronology

· 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.

To communicate historically

· Use appropriate historical vocabulary to communicate, including:

　· dates

Music Skills

To perform

· 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.

To describe 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.**

P.E Skills

Summer 1 – Striking and fielding (Tennis/cricket – reinforce games)

Summer 2 – Athletics (link to sports day)

To develop practical skills in order to participate, compete and lead a healthy lifestyle

· Sprint over a short distance up to 60 metres.

· Run over a longer distance, conserving

energy in order to sustain performance.

· Use a range of throwing techniques (such as under arm, over arm).

· Throw with accuracy to hit a target or cover a distance.

· Jump in a number of ways, using a run up where appropriate.

· Compete with others and aim to improve personal best performances.

Swimming

(Milestone 3)

			• Swim over 100 metres unaided.
	• time period		• Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
	• era		
	• change		
	• chronology.		• Swim fluently with controlled strokes.
	• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.		• Turn efficiently at the end of a length.

Geography Outcomes	History Outcomes	Music Outcomes	P.E Outcomes
Find locations of rivers, oceans and seas of the world – using maps, atlases and digital media (google maps); record in different ways Find locations of seas, related to studied sea life, e.g. dolphins and whales – add to fact files Have visitor from Severn Trent visit and discuss sewage and treatment – follow-up with recording of steps to make water clean	Research on the history of canals in local area, e.g. transportation of coal, chocolate, other products in the 1800s Changes in the way sewage is removed from cities, e.g. in historical times/ development of pipeworks – from work with Severn Trent	Sing a range of songs, including those in parts Play notes on an instrument – ukulele Italian songs	Striking and fielding – tennis and cricket Athletics Swimming

RE Skills	Language Skills
Understand beliefs and teachings • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. To understand practices and lifestyles • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. To understand how beliefs are conveyed • Identify religious symbolism in literature and the arts. To reflect • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. To understand values	To read fluently • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. To write imaginatively • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. To speak confidently • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary.

· Explain how beliefs about right and wrong affect people's behaviour. · Describe how some of the values held by communities or individuals affect behaviour and actions. · Discuss and give opinions on stories involving moral dilemmas.	<u>To understand the culture of the countries in which the language is spoken</u> · Describe with some interesting details some aspects of countries or communities where the language is spoken. · Make comparisons between life in countries or communities where the language is spoken and this country.
RE Outcomes	**Language Outcomes**
Summer **Kingdom of God** – photo posters of showing Christians working as a body, Holy Spirit information posters **Gospel** –Drama of Luke 10:30-337/ Luke 18:9, a memory book of good news from the bible **BS** – Islam Being thankful - Thank you cards / gifts **Judaism rules** – Modern Ten Commandments,	Link to water vocabulary, Ships, Wreck of Zanzibar