

OVERVIEW: This term the children will be using the context of History and the theme of Tudors to practice and develop new skills across the curriculum.

The children will explore a range of sources, create Tudor patterns and music and be encourage to investigate and form their own opinions and ideas about issues important to African people.

In Art, the children will have an opportunity to develop their pattern making skills to create African patterns.

Maths links

Literacy links

British Values

ICT skills mentioned

Enrichment

	English	Maths	Science	History/ Geography	Art / DT	Music	ICT	RE and PSHE SMSE
Displays <i>Location?</i>	Classrooms	Classrooms	New Build	Main Building	Linked with History (Portraits from Transition Day)	Classrooms	Classrooms	SMCE descriptors on the displays Classrooms
Trips / visitors Who/ what are they?	Hampton Court Autumn 1 29 th September 30 th September							
Safety	E-safety- ongoing							
Whole school focus	History Day: 30 th September							
Opening Minds	Emotional intelligence - linked to getting on and falling out (how to copy in different situations) - Anti-Bullying Week Reasoning - linked to DT (Tudor ships) and developing a quality outcome							

Core subjects

	<u>Writing</u>	<u>Grammar</u>	<u>Spelling</u>	<u>Science</u>	<u>Computing</u>
	<u>Handwriting Expectations</u> <i>Taken from rising star document for the exceeding section of the year group's handwriting.</i>			Keeping warm Habitats	Developing images using repeated patterns
Week 1	<u>Diary Writing (2 weeks)</u> <i>Context:</i> <i>Week 1: a trip they have taken on their Summer Holidays</i> <i>Week 2: First week of Year 4</i>	I can use apostrophes to mark singular / plural possession / contractions e.g. Grace's dog the cats were outside	<u>Suffixes</u> Words with endings 'ure' e.g. treasure measure pleasure creature	Learning objective for each lesson	Learning objective for each lesson Liaise with KD
Week 2	<u>Diary Writing (2 weeks)</u> <i>Context:</i> <i>Week 1: a trip they have taken on their Summer Holidays</i> <i>Week 2: First week of Year 4</i>	I can use apostrophes to mark singular / plural possession / contractions e.g. Grace's dog the cats were outside MA: Pupil can consistently and confidently place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	<u>Suffixes</u> Words with ending 'ion' e.g. division invasion confusion	LO: I can find out (using secondary sources) about the temperature and use scientific enquiry to answer questions (A- asking and answering questions)	

Week 3	<u>Leaflets (2 weeks)</u> <i>Hampton Court</i>	I can use a pronoun and a noun across sentences e.g <i>I, he, she, we, they, who, whoever</i>	Suffixes Words with ending 'ous' e.g. mountainous dangerous poisonous various	LO: I can take accurate measures using standard units of measurement (E-experimenting)	
Week 4	<u>Leaflets (2 weeks)</u> <i>Hampton Court</i>	I can use a pronoun and a noun across sentences e.g <i>I, he, she, we, they, who, whoever</i>	Suffixes Words with ending 'tion', 'sion', 'ssion' and 'cian' e.g. invention injection session	LO: I can make predictions about the temperature (warm and cold parts within a room) (P-planning)	
Week 5	<u>Instructions (1 week)</u> <i>Tudor Bread</i>	I can use paragraphs to organise ideas around a them (link with newspapers)	Words spelt with /k/ sould spelt with 'ch' e.g. scheme chorus chemist	LO: I can conduct a fair test to find the best thermal insulator to keep things warm (P-planning)	
Week 6	<u>Fairy Tales (2 weeks)</u> <i>Re-writing a common fairy tale</i>	I can use paragraphs to organise ideas around a them (link with newspapers)	Words with /sh/ sound spelt with 'ch' e.g. chef chalet machine	LO: I can use my results to choose the best thermal insulator to keep liquids cool. (C-concluding and evaluating)	

Week 7	Fairy Tales (2 weeks) <i>Re-writing a common fairy tale</i>				
<u>AUTUMN 2</u>					
	<u>Writing</u>	<u>Grammar</u>	<u>Spelling</u>	<u>Science</u>	<u>Computing</u>
	<u>Handwriting Expectations</u> 4.1.d.1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined			Habitats	Developing images using repeated patterns
Week 7 and 8	Historical Stories <u>Context:</u> By the end of Week 2 the chn will write a historical story. <u>Skills from new curriculum at 'exceeding':</u> Writing – Planning & Drafting: Pupil can, independently, plan paragraphs before they begin to write. Writing – Performing: Pupil can read own writing loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation; Drafting 4.2.c.2 Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	I can expand noun phrases.	I can add suffixes beginning with vowel letters to words of more than one syllable	Lesson 1 LO: I can make careful observations to identify habitats, <u>(Skills- Making observations)</u>	Learning objective for each lesson Liaise with KD

				Lesson 2 LO: I can use scientific evidence to support my findings. (Skills- using scientific evidence)	
Week 9	Recounts <u>Context:</u> By the end of Week 2 the chn write a recount from their class trip. <u>Skills from new curriculum at 'exceeding':</u> Writing Drafting 4.2.c.2 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements	I can use front adverbials in sentences (e.g. <i>Later that day, ...</i>) (recounts, stories)	The 'i' sound spelt with 'y' elsewhere than at end of words (e.g. gym, myth etc)	Lesson 3 LO: I can classify organism in a variety of ways. (Skills- gathering and recording) Sorting and classifying organism in groups.	
Week 10	Writing – Planning 4.2.b.4 Draft and write by: in narratives, creating settings, characters and plot. Pupil can consistently and confidently write an engaging and appropriate main heading for the text and suitable subheadings for each paragraph. <i>Any Sp&L opportunities</i> In the role of expert to rehearse use of cause and effect language.			Lesson 4 LO: I can identify the food sources of different animals in different habitats Skill: With support, makes a general statement about some simple patterns in results. Sorting food sources, resorting in new heading.	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 11 and 12</p>	<p>Poetry</p> <p>For their Big Write, chn will draft a poem</p> <p><u>Skills from new curriculum at 'exceeding':</u></p> <p>Drafting 4.2.c.2 Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Writing – Composition: Pupil can consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot. Descriptions contain relevant detail and some meaningful interaction between characters.</p>	<p>Use of pronoun and noun across sentences.</p>	<p>Prefixes (added to beginning of root words, e.g. un+, dis+, in+, super+, anti+, auto+)</p>	<p>Lesson 5</p> <p>LO: I can identify the food chains in different habitats</p> <p>Skill: With support, makes a general statement about some simple patterns in results.</p>	
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Foundation subjects

	History Tudors	Art / DT Painting Patterns Tudor Portraits	Music Tudor Songs	RE Places of Worship	PE (PPA) Gymnastics (indoor)	PSHE Getting on & falling out Going for goals
Week 1	Lesson 1 LO: I can divide the past into periods of time.	Lesson 1 <u>LO: I can investigate different materials</u> <i>Skill: I can investigate visual and tactile qualities in materials and processes.</i>	Lesson 1 LO: I can play a high and low melody on a tuned instrument.	Lesson 1 L.O. I know the key features in the Anglican Christian church.	LO- I know how to use gym equipment safely and behave in an appropriate way.	LO: I can understand the conflict <ul style="list-style-type: none"> - Identify how it developed
Week 2	Lesson 2 LO: I can ask questions I can use a hyperlink to find information about the Tudors Chn selecting correct hyperlink on laptop to investigate Tudors	Lesson 2 LO: I can explore different techniques (pencil) <i>Skill: I can explore ideas by selecting visual and other information.</i>	Lesson 2 LO: I can perform a melody that I have heard (<i>singing or tuned percussion</i>)	Lesson 2 L.O. I can identify, describe, name and show understanding of the key features in the Catholic Christian church.	LO- I can investigate ways of traveling across a mat.	LO: I can see situations from different viewpoints <ul style="list-style-type: none"> - Find out all the factors

Week 3	<p>Lesson 3:</p> <p>LO: I can use sources to answer questions about the past.</p> <p>I can use a hyperlink to find information about the past</p> <p>Chn selecting correct hyperlink on laptop to investigate past</p>	<p>Lesson 3</p> <p><u>LO: I can communicate my ideas using charcoal</u></p> <p><i>Skill: I can communicate my ideas and meanings.</i></p>	<p><u>Lesson 3</u></p> <p>LO: I can perform my part in a class performance. (<i>texture</i>)</p>	<p><u>Lesson 3</u></p> <p>L.O. I can identify, describe, name and show understanding of the key features in the Jewish synagogue.</p>	<p>LO- I can link movements together with increasing fluidity and control</p>	<p>LO: I can consider the impact / consequences of my behaviour.</p> <ul style="list-style-type: none"> - On self and others
Week 4	<p>Lesson 4</p> <p>LO: I can recall similarities and differences</p> <p>Key Skill: Children can recall similarities and differences in a time period and describe reasons for situations</p>	<p>Lesson 4</p> <p><u>LO: I can organise colours (pointillism)</u></p> <p><i>Skill: I can combine and organize visual and tactile qualities.</i></p>	<p><u>Lesson 4</u></p> <p>LO: I can evaluate and improve my performance (<i>texture</i>)</p>	<p><u>Lesson 4</u></p> <p>L.O. I can identify, describe, name and show understanding of the key features in the Islamic mosque.</p>	<p>LO- To begin to put together a gymnastics sequence</p>	<p>LO: I can make up with a friends when we have fallen out</p> <ul style="list-style-type: none"> - Identify the impact of resolution on self and others

Week 5	<p>LO: I can describe Henry VIII</p> <p>Key Skill: Demonstrate factual knowledge of some of the main events and people and changes within and across different periods.</p>	<p>Lesson 5</p> <p><u>LO: I can use my knowledge of colours to create an image (pop art)</u></p> <p><i>Skill: I use my knowledge and understanding of materials and processes to communicate ideas and meanings.</i></p>		<p><u>Lesson 5</u></p> <p>L.O. I can identify, describe, name and show understanding of the key features in the Buddhist Vihara.</p>	<p>LO- To edit and perform a well structured gymnastics sequence</p>	<p>LO: I can investigate different solutions:</p> <ul style="list-style-type: none"> - What to say - What to do - Practical strategies, eg. Calming down
Week 6	<p>Lesson 6</p> <p>LO: I can identify the wives of Henry VIII</p> <p><i>(Double session - whole afternoon)</i></p> <p>Key Skill: Can give reasons for and results of the main events and changes</p>	<p>Lesson 6</p> <p><u>LO: I can combine different materials (Fauvism)</u></p> <p><i>Skill: I can combine and organize visual and tactile qualities.</i></p>		<p><u>Lesson 6</u></p> <p>L.O. I can identify, describe, name and show understanding of the key features in the Sikh Gurdwara.</p>	<p>LO-</p> <p>I can complete a forward roll and backward roll.</p>	<p>LO: I can choose the best solution and explain why</p> <ul style="list-style-type: none"> - Describe - Evaluate - justify

Week 7	<p>Lesson 7</p> <p>LO: I can identify different ways the past can be presented.</p> <p>Key Skill: identify the different ways (sources) the past can be presented.</p>	<p>Lesson 7</p> <p><u>LO: I can combine different techniques to make an image</u></p> <p>Context: Chn use 2/4 different styles to create a portrait of Henry VIII.</p>		<p><u>Lesson 7</u></p> <p>L.O. I can identify, describe, name and show understanding of the key features in a Hindu Mandir.</p>	<p>LO- I can perform a routine.</p>	
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Autumn 2						
	<u>History</u> Tudor Exploration and Tudor Explorers	<u>Art / DT</u> Tudor Ships	<u>Music</u> Tudor songs with instruments 30 mins	<u>RE</u> Baptism and its meaning The Nativity Story	<u>PE</u> Football (outdoor) Gymnastics (Indoor)	<u>PSHE</u> Anti-Bullying Week
Week 8	Lesson 1 LO: I can use sources to find out about the life of a sailor in Tudor times. Laptops to be used to research the internet about the Tudor explorers and exploration.	Lesson 1 LO: I can investigate Tudor ships (ICT Suite or laptops) Laptops to be used to research the internet and find out the info about the Tudor ships	Lesson 1: I can recognise and explore the ways sounds can be combined and used expressively.	L.O. I can tell you who John the Baptist was.	Lesson 1: I can keep control of the ball while travelling L.O: I can travel around the gym demonstrating a variety of levels and speeds.	Lesson 1 LO: I know what bullying is.
Week 9	Lesson 2 LO: I can recall similarities and differences.	Lesson 2 LO: I can generate ideas.	Lesson 2: I can sing in tune with expression.	L.O. I know the importance of John the Baptist in Jesus's life and understand the baptism symbols.	Lesson 2: I can pass and receive the ball accurately. L.O: I can demonstrate a range of shapes during flight.	Lesson 2: LO: I can identify the different types of bullying.
Week 10	Lesson 3 LO: I can give reasons for Tudor exploration.	Lesson 3 LO: I can sketch my design.	Lesson 3: I can perform in a group.	L3 - I can understand that Baptism gives people hope.	Lesson 3: I can turn accurately whilst in possession of the ball/ I can tackle and keep possession of the ball.	Lesson 3: LO: I know what to do before the situation starts.

					L.O: I can demonstrate counter balance to show changes in shapes and sequences.	
Week 11	Lesson 4 LO: I can demonstrate factual knowledge about a person. Context: write a diary about Francis Drake and his voyages.	Lesson 4 LO: I can plan how to make a Tudor ship.		L4 - I can write about The Nativity story.	Lesson 4: I can shoot at a target/ I can defend a goal. L.O: I can evaluate the sequences of my team.	Lesson 4: LO: I can understand how to identify cyber bullying.
Week 12	Lesson 5 LO: I can ask 'why' questions about event. Context: Debate Spanish Armada (Speaking and listening)	Lesson 5 & 6 LO: I can make a Tudor ship.		L5 - I can explain the meaning of the Nativity story in the Christian religion. I can elaborate on its meaning	Lesson 5: I can play as part of a team. L.O. I can explore apparatus including the wall mounted apparatus.	
Week 13	Lesson 6 LO: I can show knowledge and understanding of people and main events. (Tudor exploration)	Lesson 5 & 6 LO: I can make a Tudor ship.		L6 - I can search different sources to find out about historical background of the Nativity Story	Lesson 6: I can play as part of a team. L.O. I can develop simple sequence that includes performing shapes and balances	

	Assessment Carousel of 4 activities.				accurately.	
Week 14						