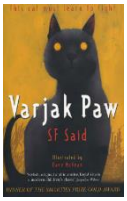
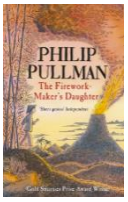
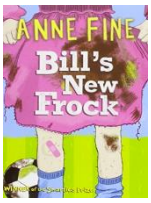
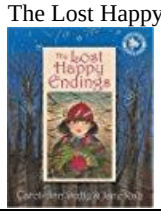
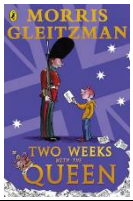
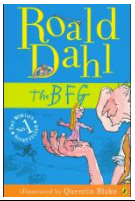
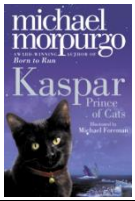
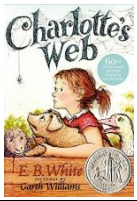
Year Four Term 3 **Villages and Cities**

<table>
<tr><td></td><td colspan="2">Writing Map</td><td colspan="4">Reading Spine</td></tr>
<tr><td rowspan="6">English</td><td>Theme</td><td>Villages and cities</td><td rowspan="2">  </td><td rowspan="2"> </td><td rowspan="2">  </td><td rowspan="2">  </td></tr>
<tr><td>Main text</td><td>The Lost Happy Endings
  </td></tr>
<tr><td>Text type and focus</td><td>Losing tale
Focus: endings</td><td rowspan="4">  </td><td rowspan="4">  </td><td rowspan="4">  </td><td rowspan="4">  </td></tr>
<tr><td>Poetry</td><td>Recital – On the Ning Nang Nong</td></tr>
<tr><td>Non-fiction</td><td>Persuasive Text
Persuade people to come to |India – Pie Corbett</td></tr>
<tr><td></td><td>Writing assessment</td></tr>
<tr><td>Mathematics</td><td colspan="5">Maths No Problem
Chapter 5 - Graphs
Chapter 6 – Fractions
Assessment Week</td></tr>
<tr><td>Science</td><td colspan="5">Working Scientifically

Links to the statutory programme of study:
• Can they ask relevant questions and using different types of scientific enquiries to answer them
• Can they set up simple practical enquiries, comparative and fair tests
• Can they make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
• Can they gather, record, classify and present data in a variety of ways to help answer questions
• Can they record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
• Can they report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
• Can they use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
• Can they identify differences, similarities or changes related to simple scientific ideas and processes
• Can they use straightforward scientific evidence to answer questions or to support their findings.

Non-statutory notes & guidance:
• Can they investigate and identify patterns in how the pitch & volume of sound can be changed?
• Can they identify patterns in the sounds made by objects of different sizes?
• Can they investigate a range of materials in relation to how effectively they insulate against sound?

Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 4 that topic is: Living things and their habitats.

<u>Sound</u>
• Can they describe a range of sounds and explain how they are made?
• Can they associate some sounds with something vibrating?
• Can they explain how to change a sound (louder/softer)?
• Can they recognise how vibrations from sound travel through a medium to an ear?
• Can they find patterns between the pitch of a sound and features of the object that produce it?
• Can they find patterns between the volume of the sound and the strength of the vibrations that produced it?
• Can they recognise that sounds get fainter as the distance from the sound source increases?
• Can they explain how you could change the pitch of a sound?
• Can they investigate how different materials can affect the pitch and volume of sounds?
• Can they explain how pitch and volume can be changed in a variety of ways?</td></tr>
<tr><td>History</td><td colspan="5">No history</td></tr>
<tr><td>Geography</td><td colspan="5">Possible starting point / stimulus: A visit to a village
A map of a village and the local area

<u>Comparing why people live in cities or villages: London –a city study</u>

Map skills of the UK, counties and countries within the UK

Geographical Enquiry
• Can they raise relevant questions for investigation?
• Can they carry out a survey to discover features of cities and villages?</td></tr>
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	• **Can they find the same place on a globe and in an atlas?** • **Can they label the same features on an aerial photograph as on a map?** • **Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?** • Can they plan a journey to a place in England? • Can they give accurate measurements between 2 given places within the UK? **Physical Geography** • **Can they describe the main features of a village?** • **Can they describe the main physical differences between cities and villages?** • **Can they use appropriate symbols to represent different physical features on a map?** • **Can they explain how the physical features of a locality have changed over time?** **Human Geography** • **Can they explain why people may choose to live in a village rather than a city?** • **Can they compare & contrast life/**dwelling in a city with life/dwelling in the countryside (the town mouse & the country mouse) • **Can they collect & organise information about villages based upon a visit?** • **Can they identify the features common to many** cities e.g. many cities are located on rivers. • **Can they contrast the features common to** villages i.e. 'What makes a village? – most have a church & a public house, many have a green and a village hall, some have a centrally located monument and/or a school • **Can they identify a list of pros & cons re living in cities/living in rural locations?** • **Can they identify cities/rural areas that they'd like to visit/live in and the reasons for this?** • **Can they explain how a locality has changed over time with reference to human features?** • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? • Can they explain how people are trying to manage their environment? **Geographical Knowledge** • Do they know the difference between the British Isles, Great Britain and UK? • Can they name the counties that surround London and some of the villages?
e-safety	**Knowledge and Understanding** Do they understand the need for rules to keep them safe when exchanging learning and ideas online? •Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? •Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? •Can they use strategies to verify information, e.g. cross-checking? •Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? •Do they understand that copyright exists on most digital images, video and recorded music? •Do they understand the need to keep personal information and passwords private? •Do they understand that if they make personal information available online it may be seen and used by others? •Do they know how to respond if asked for personal information or feel unsafe about content of a message? •Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? •Do they know how to report an incident of cyber bullying? •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school? **Skills** Do they follow the school's safer internet rules? •Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? •Can they begin to identify when emails should not be opened and when an attachment may not be safe? •Can they explain how to use email safely? •Can they use different search engines?
Computing	**Multi-Media (Stop Frame animation)** Stop motion, Studio 7 link to Literacy
Religious Education	**How and why do Hindus worship at home and in the Mandir?** What different ideas does our class have about God? How do Hindus express their beliefs about God? What is a shrine and why is it important in a Hindu home? How do Hindus worship in the home? What happens in a Mandir (temple)? **Visit a place of worship visit (Mandir)**
Physical Education	**Gymnastics** •Can they work in a controlled way? •Can they include change of speed? •Can they include change of direction? •Can they include range of shapes?

	•Can they follow a set of 'rules' to produce a sequence? •Can they work with a partner to create, repeat and improve a sequence with at least three phases? **Health and fitness** •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health? **Acquiring and developing skills** •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? **Evaluating and improving** Can they explain how their work is similar and different from that of others? •Can they use their comparison to improve their work? **Coach – Hockey** **Acquiring and developing skills** •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game? **Games** •Can they hit a ball accurately and with control? •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening? **Evaluating and improving** •Can they explain how their work is similar and different from that of others? •Can they use their comparison to improve their work?
Art and Design	**To investigate and combine visual and tactile qualities of materials and processes and to match these qualities to their ideas.** **I pads-Stop Motion** **Drawing** •Can they identify and draw simple objects, and use marks and lines to produce texture? •Can they organise line, tone, shape and colour to represent figures and forms in movement? •Can they explain why they have chosen specific materials to draw with? **Sketch books** •Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? •Can they produce a montage all about themselves? •Do they use their sketch books to adapt and improve their original ideas? •Do they keep notes about the purpose of their work in their sketch books? **Use of IT** •Can they present a collection of their work on a slide show? •Can they create a piece of art work which includes the integration of digital images they have taken? •Can they combine graphics and text based on their research? **Knowledge** •Can they experiment with different styles which artists have used? Paul Klee
Design and technology	**No Design and Technology**
Music	**Exploring melodies and scales** **Performing** •Can they perform a simple part rhythmically? •Can they improvise using repeated patterns? **Composing** •Can they use notations to record and interpret sequences of pitches? •Can they use standard notation? •Can they use notations to record compositions in a small group or on their own? •Can they use their notation in a performance? **Appraising** •Can they explain the place of silence and say what effect it has? •Can they start to identify the character of a piece of music? •Can they describe and identify the different purposes of music? •Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? **Challenge** •Can they explore and use sets of pitches, e.g. 4 or 5 note scales? •Can they identify how a change in timbre can change the effect of a piece of music?
French	**Listening and responding** •Do they listen and show understanding of short phrases through physical response? •Do they listen and identify words in songs and rhymes and demonstrate understanding? **Speaking** •Do they ask and answer several simple and familiar questions with a rehearsed response? •Do they use familiar vocabulary to say simple sentences using a language scaffold? •Do they make simple rehearsed statements about themselves, objects and people? •Do they say a simple rhyme from memory?

	•Do they join in with words of a song or storytelling? **Reading and responding** •Do they read and recognise some letter strings in familiar words and pronounce when modelled and observing silent letter rules? •Do they read and show understanding of simple familiar phrases and short sentences? •Do they use context to predict the meaning of new words? •Do they use a bi-lingual dictionary to find the meaning of individual words? **Writing** •Do they write and say a more complex sentence to describe people, places, things and actions using a language scaffold? •Do they write simple familiar short phrases from memory with understandable accuracy? **Grammar** •Do they demonstrate understanding /use of nouns/plurals/1st & 2nd person regular present verbs/adjective position?
PSHE	**e-safety lesson** **<u>Dreams and Goals</u>** **Hopes and dreams** Can they stay motivated when doing something challenging? **Broken dreams** Can they keep trying even when it is difficult? **Overcoming disappointment** Can they work well with a partner or ain a group? **Creating new dreams** Do they have a positive attitude? **Achieving goals** Can they help others to achieve their goals? **We did it!** Are they working hard to achieve their own dreams and goals? **Aspirations' Week**
Enrichment	• Use of laptops • Visitors- People who live in a village or people who have moved to London from a village • Educational visit- museum Paul Klee • Places of Worship- Mandir