

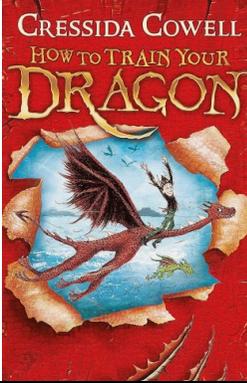
Thematic Blocked Curriculum Half-termly Overview

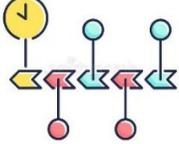
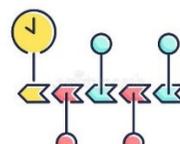
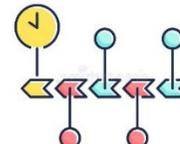
Year group: 4

Half term/year: Spring 2

Theme: UK History; Anglo-Saxons and Viking Warriors



SUBJECT BLOCK		Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
		History				
English Learning Journey	Text / Class Novel					
	Phonics / Spelling	Year 4 Schofield and Sims- spelling words (Phonics intervention for pupils that still require it)				
	Reading/Writing	<p>Predict what might happen from details stated and from the information they have deduced.</p> <p>Show their understanding of texts that they have read and explain the meaning of words in context.</p> <p>Retrieve information from fiction texts.</p> <p>Infer meanings and begin to justify them with evidence from the text.</p>	<p>Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</p> <p>Use adverbials with a degree of accuracy.</p> <p>Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</p> <p>Infer meanings and begin to justify them with evidence from the text.</p>	<p>Discuss and record words and phrases that writers use to engage and impact on the reader.</p> <p>Improve consistency in my writing by changing grammar, vocabulary and punctuation, including tenses and the use of pronouns.</p> <p>Identify some text type organisational features, for example, narrative, explanation and persuasion.</p>	<p>Discuss writing similar to that which I am planning to write and show understanding of the text's structure, vocabulary and grammar.</p> <p>Proof-read my own writing to check for errors in spelling and punctuation.</p>	<p>Retrieve information from fiction texts.</p> <p>Infer meanings and begin to justify them with evidence from the text.</p>
	Writing Outcome		Persuasive advert – an advert to look for a dragon catcher		Big Write – Write a persuasive letter.	
Maths Fractions and Decimals	Compare and order fractions whose denominators are multiples of the same number.	Find fractions (1/2, ¼, ¾) of amounts. Solve problems involving increasingly harder fractions and fractions to divide	Recognise and show families of common equivalent fractions. Count up and down in hundredths. Recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.	Find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value. Recognise and write decimal equivalents of any	Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to 1/4, 1/2 and ¾.	

	Add and subtract fractions within the same denominator.	quantities, including non-unit fractions where the answer is a whole number.		number of tenths or hundredths Compare numbers with the same number of decimal places up to 2 decimal places.	Solve simple measure & money problems involving fractions & decimals to 2 decimal places.
<p>PHSCE Geography History Art & Design Design & Technology Music RE MfL Science</p> <p>Outdoor Learning / LotC (incl. trip/visitor)</p>	<p>History</p>  <p>Plot events on a timeline using centuries.</p> <p>Explain how historic items and artefacts can be used to help build up a picture of life in the past.</p>	<p>History</p>  <p>Explain how historic items and artefacts can be used to help build up a picture of life in the past.</p>	<p>History</p>  <p>Research what it was like for children in a given period of history and present my findings to an audience.</p>	<p>History</p>  <p>Explain how an event from the past has shaped our life today.</p> <p>Plot events on a timeline using centuries.</p>	<p>Design Tech - Construction</p>  <p>Produce a materials plan, identifying needed and explain it.</p> <p>Make a product which uses linkages and levers</p> <p>Evaluate products against a criteria for both their purpose and appearance.</p>
		<p>Science</p>  <p><u>Electricity</u></p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>	<p>Science</p>  <p><u>Electricity</u></p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>		

<p>PE</p>	<div style="text-align: center;">  <p>Recognise and Respond</p> <p>Emerging</p> <ul style="list-style-type: none"> • I can begin to compare my movements and skills with those of others. • I can select and link movements together to fit a theme. <p>Expected</p> <ul style="list-style-type: none"> • I can make up my own rules and versions of activities. • I can recognise similarities and differences in movements and expression. <p>Exceeding</p> <ul style="list-style-type: none"> • I can link actions and develop sequences of movements that express my own ideas. • I can change tactics, rules or tasks to make activities more fun or more challenging. </div>					
<p>PSHCE Rights and Responsibilities</p>	<p>Who helps us stay healthy and safe? (BS6, BS7, BS8, PHF4)</p> <ul style="list-style-type: none"> - Explain how different people in the school and local community help them stay healthy and safe; - Define what is meant by 'being responsible'; - Describe the various responsibilities of those who help them stay healthy and safe; - Suggest ways they can help the people who keep them healthy and safe. 	<p>It's your right (Wider PSHE curriculum (not covered by DfE statutory requirements))</p> <ul style="list-style-type: none"> - Understand that humans have rights and also responsibilities; - Identify some rights and also responsibilities that come with these. 	<p>How do we make a difference? (RR3, RR5, OR2, OR3, BS2)</p> <ul style="list-style-type: none"> - Understand the reason we have rules; - Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); - Recognise that everyone can make a difference within a democratic process. 	<p>In the news! (RR3, OR4, OR5, ISH2, ISH6, ISH7)</p> <ul style="list-style-type: none"> - Define the word <i>influence</i>; - Recognise that reports in the media can influence the way they think about a topic; - Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. 	<p>Safety in numbers (RR5, RR6, BS7)</p> <ul style="list-style-type: none"> - Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; - Recognise that they can play a role in influencing outcomes of situations by their actions. 	<p>. Logo quiz</p> <ul style="list-style-type: none"> - Understand some of the ways that various national and international environmental organisations work to help take care of the environment; - Understand and explain the value of this work

<p>Guided Reading Text</p>			
<p>Quality Outcome (writing / art / production / presentation / assembly etc...)</p>	<p>Design and construct a Viking longboat</p>	<p>Create and explain an electrical circuit</p>	<p>Viking Day</p>