

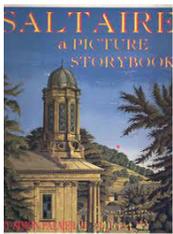
Thematic Blocked Curriculum Half-termly Overview

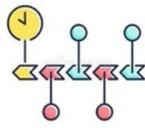
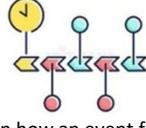
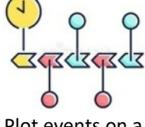
Year group: 4

Half term/year: Autumn 2

Theme: UK: Saltaire & Victorians



SUBJECT BLOCK		Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	
		Geography			History			Art	
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	<ul style="list-style-type: none"> Predict what might happen from details stated and from the information they have deduced. Show their understanding of texts that they have read and explain the meaning of words in context. Discuss and record words and phrases that writers use to engage and impact on the reader. Ask relevant questions to improve my understanding of a text. Retrieve information from fiction texts. Infer meanings and begin to justify them with evidence from the text. 	<ul style="list-style-type: none"> Use and identify determiners accurately. Use a range of sentences which have more than one clause. Discuss writing similar to that which I am planning to write and show understanding of the text's structure, vocabulary and grammar. Identify some text type organisational features, for example, narrative, explanation and persuasion. Orally rehearse my ideas on my own and in a group. 	<ul style="list-style-type: none"> Compose sentences using a range of sentence structures and vocabulary. Proof-read my own writing to check for errors in spelling and punctuation. Read my writing aloud using appropriate intonation, volume etc. 	<ul style="list-style-type: none"> Ask relevant questions to improve my understanding of a text. Infer meanings and begin to justify them with evidence from the text. Retrieve information from fiction texts. Compose sentences using a range of sentence structures and vocabulary. Proof-read my own writing to check for errors in spelling and punctuation. 	<ul style="list-style-type: none"> Ask relevant questions to improve my understanding of a text. Retrieve information from non-fiction texts. Infer meanings and begin to justify them with evidence from the text. Use apostrophes to mark plural possession. Write in paragraphs. 	<ul style="list-style-type: none"> Use apostrophes to mark plural possession. Proof-read my own writing to check for errors in spelling and punctuation. 		
	Writing Outcome	Writing a playscript			Big Write		Write a nonfiction report about Saltaire		
Maths Calculations (addition and subtractions)	Add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.	Add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.	Estimate and use inverse operation to check answers in a calculation. Add and subtract numbers mentally with numbers up to 4 digits.	Solve problems including missing numbers using the inverse operation with numbers up to 4 digits (trio triangle).		Assessment Week	Solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.	Solve problems including missing numbers using the inverse operation with numbers up to 4 digits (trio triangle).	

<p>PHSCE Geography History Art & Design Design & Technology Music RE MfL Science</p> <p>Outdoor Learning / LotC (incl. trip/visitor)</p>	<p>Geography</p>  <p>Plan a journey to a place in England.</p>	<p>Geography</p>  <p>Name the areas of origin of the main ethnic groups in the United Kingdom and in our school</p> <p>Find at least six cities in the UK on a map.</p>	<p>History</p>  <p>Explain how the lives of wealthy people were different from the lives of poorer people.</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 an event from the past has shaped our life today.</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>Plot events on a timeline using centuries.</p>	<p>Art, Media & Artist</p>  <p>Show facial expressions and body language in sketches and paintings.</p> <p>Show reflections in my art.</p> <p>Integrate my digital images into my art, using different devices such as cameras and iPads.</p> <p>Identify the styles used by other artists and experiment with these developing artistic style.</p>	<p>Art, Media & Artist</p>  <p>Explain some of the features of art from historical periods and cultures.</p> <p>Experiment with artistic styles from different historical periods and cultures, identifying specific techniques used.</p> <p>Evaluate my artwork.</p>
	<p>Science</p>  <p><u>Sound</u> Identify how sounds are made, associating some of them with something vibrating.</p>	<p>Science</p>  <p><u>Sound</u> Recognise that vibrations from sounds travel through a medium to the ear.</p>	<p>Science</p>  <p><u>Sound</u> Find patterns between the pitch of a sound and features of the object that produced it.</p>	<p>Science</p>  <p><u>Sound</u> Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	<p>Science</p>  <p><u>Sound</u> Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	<p>Science</p>  <p><u>Sound</u> Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Science</p>  <p><u>Sound</u> Recognise that sounds get fainter as the distance from the sound source increases.</p>
	<p>Design & Technology</p>  <p><u>Textiles</u></p>						

ICT/Computing



Control Tech

PE



Support Others

Emerging

- I can help, praise and encourage others.

Expected

- I show patience and support others, listening carefully to them about our work.
- I am happy to show and tell others about my ideas.

Exceeding

- I cooperate well with others and give helpful feedback.
- I can guide a small group through a task.

PSHCE
Valuing Difference

Can you sort it? Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.

Islands

Understand that they have the right to protect their personal body space;
Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;
Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

Friend or acquaintance?

Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
Give examples of features of these different types of relationships, including how they influence what is shared.

What would I do?

List some of the ways that people are different to each other (including differences of race, gender, religion);
Recognise potential consequences of aggressive behaviour;
Suggest strategies for dealing with someone who is behaving aggressively.

The people we share our world with

List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
Define the word *respect* and demonstrate ways of showing respect to others' differences.

That is such a stereotype! –

Understand and identify stereotypes, including those promoted in the media.

Guided Reading Text



Quality Outcome (writing / art / production / presentation / assembly etc...)	To write instructions on how to get to Saltaire.	Workhouse Report	Create a portrait Create a landscape using multimedia
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