



Summerseat Methodist Primary School
Steps in Learning, Skills for Life

Expectations Lower Key Stage Two
(Cycle A, Year Four)

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in the year group for all the subjects and also outlines the end of year exceptions for children in our school for maths and English. It also contains the knowledge organisers for maths and English which we use with the children in school. Science, geography and history knowledge organisers for the autumn term are also included for information and subsequent terms will come home at the start of each topic to let you know the key knowledge children will gain during the topic.

At the back of the booklet are our learning to learn skills which are taught progressively and explicitly in all year groups to ensure our pupils leave the school as 'well rounded' individuals.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

Class Three Topics—Cycle A	
Autumn 1	Rainforests
Autumn 2	Deserts
Spring 1	Stone age, Iron age, Bronze age
Spring 2	
Summer 1	Ancient Civilisation
Summer 2	

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.

****For further detail, please see the Subject Steps in Learning which are our key progression framework. Content in this booklet is summarised.***



The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

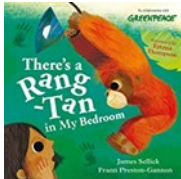
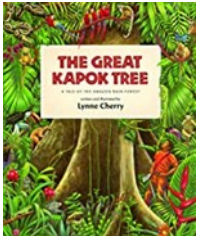
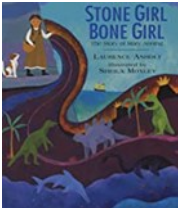
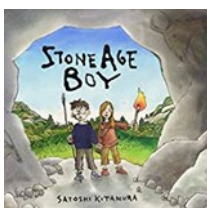
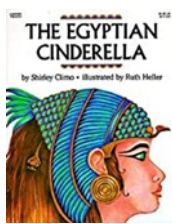
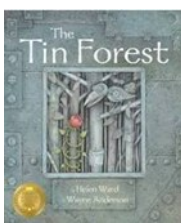
"I have come so that they may have life and have it to the full." John

10:10

Believe. Achieve. Shine.



**Summerseat Methodist Primary School – Steps in Learning
Class Four– Cycle A**

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rainforests	Deserts	Stone age, Iron age, bronze age		Ancient civilisations	
Visits and Visitors		Chester Zoo	Anderton centre		Museum visit	
Key Texts						
Additional Stimulus	Little People, Big Dreams - Attenborough	The Grinch who stole Christmas – Seuss	Fossil Girl - Brighton	How to wash a woolly mammoth	You wouldn't want to be an Egyptian Mummy	
Writing Outcomes	Instructions/rules for living in the bedroom Information page about orang-utans Angry speech bubble in role as the little girl Letter of complaint Short Biography	Setting description New page for The Great Kapok Tree incl. persuasive speech in role Letter of complaint re: deforestation	Diary - Mary Anning Setting Description Recount	Dialogue – between two characters Narrative – own versions of the story Instructions Non-chronological report – stone age to iron age	Narrative Setting description Mystery story Dialogue to convey character and move the action on Explanation – Mummification Diary – Howard Carter	Writing in role Diary Entry Descriptive Writing Persuasion
Mathematics	Number: Place value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication & Division	Number: Multiplication & Division Measurement: Length, perimeter, area Number: Fractions	Number: Fractions Measurement: Mass and Capacity	Number: Decimals (including money) Measurement: Time	Statistics Geometry: Properties of shape
Science	<u>Physics</u> Light	<u>Physics</u> Sound <u>Sustainability</u> Deforestation	<u>Biology</u> Digestive System	<u>Biology</u> Food Chains <u>Sustainability</u> Food Waste	<u>Biology</u> Plants A	<u>Physics</u> Forces Magnets <u>Biology</u> Plants B <u>Sustainability</u> Biodiversity

**Summerset Methodist Primary School – Steps in Learning
Class Four– Cycle A**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History			Stone Age, Bronze Age and Iron Age (Changes in Britain from Stone Age to Iron Age)		Ancient Civilisations (The achievements of the earliest civilisations – an overview of when and where the first civilisations appeared and a depth study of one.)	
Geography	Rainforests	Deserts				
Art			<u>Collage</u> Jesse Treece		<u>3D Art</u> Ancient civilizations Sarcophagus (Clay & hinge)	<u>Printing</u> <u>William Morris</u>
Design Technology	Mechanisms <i>Levers, pulleys, winding mechanisms, pneumatics</i> Moving Animals	Structures <i>Stiffening, reinforcing</i> Frames and axles <i>Engineer: <u>Stephenson's</u> (Robert & George)</i>		Food <i>Healthy and varied diet</i> Making bread & soup <i>Chef: Jamie Oliver</i>		
Computing	Email Online Reputation/Self-image & identity	Unpacking hardware and software. Route Planners Managing Online Information	Effective searching Privacy & Security/ Copyright & Ownership	Coding Online Relationships & Bullying	Presentations Health, Wellbeing & Life-style	Spreadsheets Online safety review
Music	Mama Mia (Musicals)	Songs for Christmas performances	Western Classic to 1940: Classical Period : Focus on Beethoven 'Symphony no. 5' Western Tradition & Film post 1940: Jai Ho from Slumdog Millionaire	Western Classic to 1940: Medieval & Renaissance: William Byrd (Recorder popular – lead into recorder unit) Recorder Course (Steps 1-10)	Western Classic to 1940: Medieval & Renaissance: William Byrd (Recorder popular – lead into recorder unit) Recorder Course (Steps 1-10)	Let your spirit fly (R&B) Stop! (rap)
RE	2a.1: CREATION/ FALL: What do Christians learn from the creation story?	How do festivals and family life show what matters to Jewish people?	2a.2 PEOPLE OF GOD: What is it like to follow God? Methodist Unit: Warm hearts: what does it feel like to experience God's presence?	How do festivals and worship show what matters to a Muslim?	2a.4 GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
PSHE	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me!

Reading

Oracy & Reading

Discusses texts they read or hear, explaining key information and opinions.

Asks questions to deepen understanding.

Reads aloud with expression, flow and pace.

Retells stories, fairy tales, myths and legends in chosen formats.

Prepares poems and playscripts to perform, using intonation, tone, volume and action.

Explores words and phrases that capture interest.

Word Reading & Decoding

Reads longer sections of text fluently.

Understands words with prefixes and suffixes from the Year 3/4 curriculum.

Language in Context: V

Checks text makes sense and self-corrects when needed.

Uses vocabulary knowledge and context to work out meanings.

Collects words from reading for writing.

Uses dictionaries to confirm meaning.

Comprehension – Retrieval: R

Skims and scans passages to find information.

Answers who, what, why, where, when, how questions with evidence.

Reads silently and discusses content.

Comprehension – Sequencing & Summarising: S

Sequences events or ideas across a chapter or text.

Explains and summarises main points from longer texts.

Discusses ideas across a whole text.

Comprehension – Inference: I / P

Infers characters' thoughts, feelings and motives from actions.

Identifies and compares viewpoints of characters.

Justifies inferences with evidence.

Explains author's purpose and intended impact.

Makes reasoned predictions based on the text or similar reading.

Comprehension – Choice of Language: WP

Explains how vocabulary choices affect meaning.

Identifies language used to create atmosphere and its purpose.

Explores how sentence structures change meaning or mood.

Comprehension – Themes & Conventions: E / C

Identifies text types and their features.

Uses non-fiction features and layout to locate and interpret information.

Recognises themes, cultural or historical settings.

Compares differences between texts, even within the same type.

Identifies different forms of poetry.

Evaluates texts for overall quality and specific features.



A Year Four Child English

Speaking

- Ask questions to clarify or develop understanding
- Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required
- Show understanding of the main points and significant details in a discussion
- Increasingly adapt what is said to meet the needs of the audience/listener
- Vary the use and choice of vocabulary dependent on the audience and purpose
- Show understanding of how and why language choices vary in different contexts
- Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Justify answers with evidence
- Understand when the context requires the use of Standard English
- Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone

Handwriting

- Joins all taught letters correctly using diagonal and horizontal strokes.
- Recognises which letters are best left unjoined.
- Maintains legible, consistent handwriting with correct size, proportion and spacing.
- Develops fluency, speed and presentation.

Writing

Oracy for Writing

Reads writing aloud with clear expression to a group or class.

Explains language and structure choices, considering audience.

Speaks fluently with growing use of Standard English.

Composition: Sentences

Uses subordinate clauses confidently for variety and detail. Maintains tense consistency and subject-verb agreement.

Varies sentence types for effect (statements, questions, commands, subordination).

Expands sentences with noun phrases, prepositions and ambitious vocabulary.

Punctuation

Uses all taught KS2 punctuation accurately. (. ! ? ' , """)

Punctuates direct speech with inverted commas and supporting punctuation.

Uses apostrophes correctly for possession and contractions.

Composition: Context, Audience, Purpose

Plans and writes texts with clear audience and purpose.

Engages the reader through detail and language choices.

Establishes a viewpoint and attempts to sustain it.

Composition: Narrative

Writes narratives with developed characters and settings.

Structures stories with build-up, problem and resolution.

Uses engaging openings, well-developed resolutions and consistent paragraphing.

Composition: Non-narrative

Identifies and applies key features of text types.

Writes with clear introduction, logical points and defined conclusion.

Uses topic sentences and links points for cohesion.

Composition: Editing

Proposes grammar and vocabulary changes to improve writing.

Proof-reads consistently for spelling and punctuation.

Responds constructively to feedback.

Spelling

Spells KS1 and LKS2 patterns and common exception words accurately.

Uses prefixes, suffixes and homophones confidently.

Spells words often misspelt (Appendix 1 NC).

Writes dictated sentences accurately using taught words and punctuation.



Grammar Knowledge Organiser

4

P
A
R
A
G
R
A
P
H
S

Punctuation

Don't forget:

. ! ? , ' "

Remember!

Inverted commas: To punctuate direct speech.

The teacher asked, "Where is your homework?"

"Where is your homework?" the teacher asked.

Capital letter to start speech

Inverted commas around spoken words

Commas to separate the spoken word

Punctuation before closing the inverted commas

Apostrophes:

For omission: Don't (do not) She'll (She will)

For singular possession, add apostrophe 's': The girl's bike. The dog's lead.

For plural possession, if the noun ends with 's', just add the apostrophe: The girls' bike. The babies' ball.

If the noun is plural and ends with an s, we attach the apostrophe to it without an additional s: babies' ball, Davies' house.

If the noun is plural and does not end with an s, we add s to the end:

Children's ball

Choose your **pronoun** carefully to aid cohesion and **avoid repetition**.

Word Classes

Noun: person, place or thing

Proper Noun: names of specific people, places or things.

Always need a capital letter

Verb: action word

Adjective: describes a noun

Preposition: where or when something is (position)

Adverb: describes the verb or adjective.

Pronoun: Takes the place of the noun

Prefixes: letters added to the front of a word to change the meaning

Suffixes: letters added to the end of a word to change the meaning

Terminology

determiner
pronoun
possessive pronoun
adverbial

Remember: Proof read for spelling, punctuation & grammar

Expanded Noun Phrases

Expand with the use of **modifying nouns**, **adjectives** and **prepositional phrases**.

The teacher (noun phrase) becomes ...

The strict maths teacher with curly hair.

An ancient book in a leather sleeve was hidden in the library.

Sentence - Conjunctions

Subordinate Conjunctions



Joins a subordinate clause and a main clause.

Coordinating Conjunctions



Joins two independent (main) clauses.

Remember!

Sentence - Fronted Adverbials

Time	Place	Number	Frequency	Manner
Today,	Near the road,	Firstly,	Once a day,	Happily,
Yesterday,	Around here,	Secondly,	Twice a year,	Sadly,
Tomorrow,	Upstairs,	Thirdly,	Regularly,	Irritatingly,
Later,	By the sea,	Lastly,	Sometimes,	Suddenly,
Eventually,	In the country,	Once,	Rarely,	Mysteriously,
Early in the morning,	Behind the chair,	Yearly,	Often,	Anxiously,
Last week,	Outside,	Never,	Frequently,	Excitedly,
	In the sky,	Twice,	Daily,	Courageously,

Word

Determiners: A word before a noun and identifies the noun in further detail.

Articles: a boy, an orange, the cat **Demonstratives:** this apple, that car, these shops, those girls **Possessives:** his hat, her homework, my book, their house.

Quantifiers: some rice, each word, every box

Numbers: one chair, two men, three dogs

Question Words: which bag, what letter, whose computer



Spelling Knowledge Organiser

3 & 4

-ful
full of

-less
without

-ment
action

-ness
a state or quality

-ly
in a certain manner

-ation
an action or process

-ous
full of

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	(although)
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women

Prefixes	
Most prefixes can be added to the beginning of root words without any changes in spelling, except in-	
Suffix	Meaning
un- / dis- / mis-	Negative meanings
in-	Can mean not or 'in' / 'into'
re-	Means 'again' or 'back'
sub-	Means 'under'
inter-	Means 'between' or 'among'
super-	Means 'above'
anti-	means 'against'
auto-	means 'self' or 'own'

Before a root word starting with l, in- becomes il
illegal, illegible

in-

Before a root word starting with m or p, in- becomes im
immature, immortal

Before a root word starting with r, in- becomes ir-
irregular, irrelevant

Homophones

Two

Is a number also represented as 2.

The fox has two ears.

Too

Can mean 'in excess' or 'also'.

I ate too much!

To

Is used for everything else!

I love to swim!

their

there

they're

AFFECT **EFFECT**

Affect vs. Effect

hear

here

write it right

Which

Is an interrogative pronoun used to identify a person or thing.

Which dragon is yours?

Witch

Is a female sorcerer or magician.



Being a mathematician

Number

- Recognise the place value of each digit in a 4-digit number
- Identify the value of each digit to two decimal places
- Find 1,000 more or less than a given number
- Order and compare numbers beyond 1,000
- Round any number to the nearest 10, 100 and 1000
- Count backwards through 0 to include negative numbers
- Count in multiples of 6, 7, 9, 25, 100 and 1000
- Read Roman numerals to 100
- Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of column addition
- Estimate and use inverse operations to check answers to a calculation
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- Recall and use multiplication facts for 6, 7, 9, 11 and 12 times tables verbally and in written form
- Recall and use division facts for 6, 7, 9, 11 and 12 times tables verbally and in written form
- Recognise and use factor pairs and commutativity in mental calculations
- Multiply 2 and 3-digit numbers by a 1-digit number using formal written layout
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Use place value, known and derived facts to multiply and divide mentally, multiplying by 0 and 1 and dividing by 1
- Solve problems involving multiplying and dividing

A Year Four Child

Addition strategies

$$\begin{array}{r} 5879 \\ + 3785 \\ \hline 9664 \\ \small{1 \quad 1 \quad 1} \end{array} \qquad \begin{array}{r} 12.73 \\ + 8.39 \\ \hline 21.12 \\ \small{1 \quad 1 \quad 1} \end{array}$$

Subtraction strategies

$$\begin{array}{r} 5512 \\ - 3748 \\ \hline 1734 \end{array} \qquad \begin{array}{r} \pounds 31.27 \\ - \pounds 14.81 \\ \hline \pounds 16.46 \end{array}$$

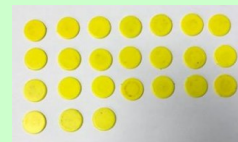
Multiplication strategies

X	200	30	7
8	1600	240	56

$$\begin{array}{r} 124 \\ \times 6 \\ \hline 600 \\ 120 \\ 24 \\ \hline 744 \end{array}$$

Division strategies

$$24 \div 7 = 3 \text{ r } 3$$



$$74 \div 6 = 12 \text{ r } 2$$

Being a mathematician

Fractions, measurement, geometry & statistics

- Understand that a fraction is one whole number divided by another (for example, $\frac{3}{4}$ can be interpreted as $3 \div 4$)
- Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators
- Count on and back in steps of unit fractions
- Add and subtract fractions with the same denominator
- Recognise and write decimal equivalents of any number of tenths and hundredths
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- Round decimals with one decimal place to the nearest whole number
- Compare numbers with the same number of decimal places up to two decimal places
- Solve simple measures and money problems involving fractions and decimals to 2 decimal places
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Identify acute and obtuse angles and compare and order angles up to two right angles by size
- Use a variety of sorting diagrams to compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Describe positions on a 2-D grid as co-ordinates 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
- 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

For more detail on our mathematical strategies, please see our calculation policy.



To be secure in this unit you must:

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change

Develop scientific skills:

- Make relevant predictions.
- Identify what they will change, observe, measure and keep the same.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations using scientific equipment.
- Perform tests and simple experiments and take measurements using standard units.
- Gather, record and classify data in a variety of ways to help in answering questions.
- Use results to draw simple conclusions.

Vocabulary

Light	A form of energy that lets us see and travels in straight lines
Light sources	Objects that make their own light
natural light sources	Light that comes from nature and is not made from humans e.g. the sun, lightning, fireflies.
artificial light sources	Light that is made by humans e.g. lamps, torches, televisions
Sun	The star at the centre of our solar system that gives off light and heat
sunglasses	Glasses that are tinted to protect eyes from sunlight.
protect	To keep something safe from harm.
reflection	When light bounces off a surface - this allows us to see the object.
shadow	A dark shape on a surface that is made when something stands between a light and the surface.
opaque,	An object or substance that does not let any light through.
transparent,	An object or substance that lets light through so you can see clearly.
translucent	An object or substance that lets some light through but not clearly.
useful vocabulary: fair test, identify, group and classify, distance, measure, centimetres	

Sticky Knowledge

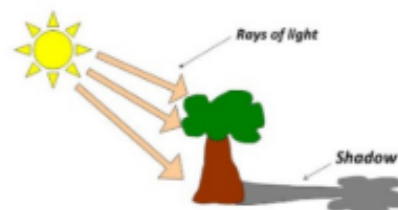
We see things when light from a light source enters our eyes through the pupil

Pupil

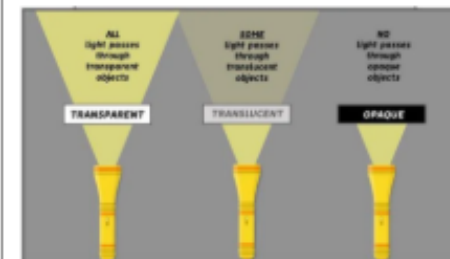
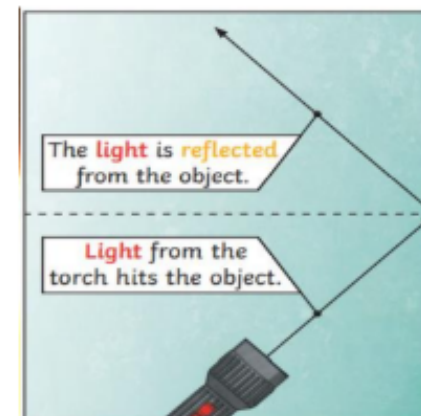
Light travels from the light source and into the eye

The light travels from the light source, bounces off the object and into the eye

How are shadows formed?



Useful Diagrams



LKS2
Geography
Rainforests



At the end of this unit you must:

Knowledge

- I know what is meant by tropics.
- I can identify the position and significance of Northern Hemisphere and Southern Hemisphere.
- Know the names of four countries and four cities from the Northern and Southern Hemisphere.
- I can locate the equator and know what physical things are there.
- Know the names of and locate at least eight major capital cities across the world.
- I know the names of and can locate some of the world's deserts.
- Describe and understand a vegetational belt (Amazon Rainforest).
- Label layers of a rainforest and know what deforestation is. (vegetation belt)
- Understand geographical similarities and differences through the study of human and physical geography of a region in South America (small region in Brazil – Yanomami Tribe).
- I can identify key features of the South American rainforest.

Skills:

- Interpret a range of sources including maps, diagrams, globes, aerial photographs and GIS.
- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Use maps at more than one scale.
- Recognise that larger scale maps cover less area.
- Recognise patterns on maps and begin to explain what they show.
- Use the index and contents page of atlases.
- Label maps with titles to show their purpose
- Recognise that contours show height and slope.
- Use 4 figure coordinates to locate features on maps.
- Create maps of small areas with features in the correct place.
- Link features on maps to photos and aerial views.
- Use the eight points of a compass, four figure grid references, symbols and key (including OS) to build their knowledge of the United Kingdom and wider world.

Vocabulary

Sticky Knowledge

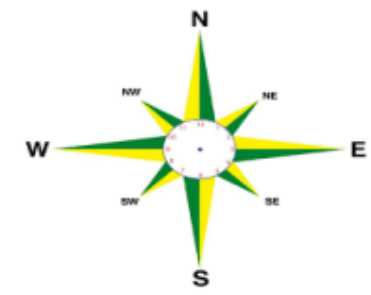
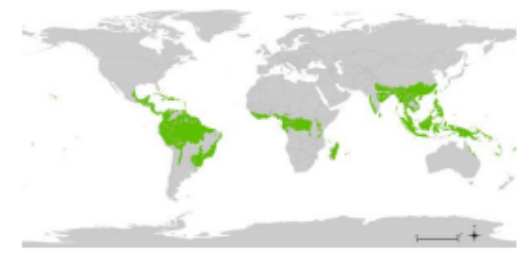
Rainforest	Thick forests found in wet areas of the world are called rainforests. Tropical rainforests occur around the equator in the hot, wet region called the tropics.
Vegetation belt	Vegetation belts are regions of the world that are home to certain plant species determined by the climate.
Climate	Climate is the average weather conditions in a place over 30 years or more.
Deforestation	Deforestation is the cutting down of forests or groups of trees which is then turned into non-forest use.
Biome	Biomes are regions of the world with similar climate (weather, temperature) animals and plants.
Equator	The Equator is an imaginary line that is drawn around the middle of the Earth to divide it into the Northern and Southern Hemispheres.
Tropics	The tropics are the region of the Earth near to the equator and between the Tropic of Cancer in the northern hemisphere and the Tropic of Capricorn in the southern hemisphere.
Yanomami Tribe	The Yanomami are the largest relatively isolated tribe in South America. They live in the rainforests and mountains of northern Brazil and southern Venezuela.
Settlement	Settlements are places where people live and sometimes work.
Land use	Function of land – what land is used for.

The Amazon Rainforest is the world's largest tropical rainforest. It is located in northern South America. The rainforest covers some 6,000,000 square kilometres of land surrounding the Amazon River and its tributaries.



The Amazon Rainforest lies in parts of nine countries: Brazil, Ecuador, Venezuela, Suriname, Peru, Colombia, Bolivia, Guyana, and French Guiana. However, most of the rainforest is in Brazil, where it makes up about 40 percent of the country's total area.

The Amazon Rainforest has the richest and most varied plant and animal life in the world. It contains several million species of plants, insects, birds, other animals, and other living things.



LKS2 Aut 1 A Mechanisms



To be secure in this unit you must:

Design:

- Use ideas from other people and designs when planning and designing.
Produce a plan and explain the design with reasons why it meets the criteria.
Communicate ideas in a range of different ways including working drawings and annotation on drawings to generate, develop and extend ideas.

Make:

Follow a step-by-step plan, choosing the right equipment and materials.
Select materials and components appropriately from a wide range based on their appearance and function including construction materials, textiles and ingredients.

Evaluate:

Evaluate products for both their purpose and appearance.
Evaluate and suggest improvements for design.

Technical Skills:

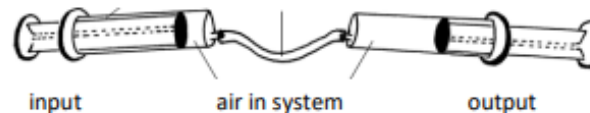
Mechanisms:

- Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).

Vocabulary

mechanism	a device used to create movement
pneumatic	a system that works using gases (air)
syringe	a tube with a nozzle and plunger
plunger	a rubber suction cup and handle
system	a set of related parts and components that have an input, process and output.
process	
compressed	something squashed, such as air in a tube
input	what goes into a system
output	what comes out of a system
inflate	fill something with air or gas to make it swell up
deflate	removing air/gas to allow an object to shrink
pressure	the force used on an object or surface

Sticky Knowledge



Inspiration



Key Experiences

- Identify the user, purpose and function from a letter from Chester Zoo
- Explore existing products that work with air; they will sketch these products and write an explanation for how they work.
- Attempt to move a book across a table using 2 syringes and tubing. They will attempt to lift a book off the table using a syringe, tubing and a balloon.
- Sketch and annotate their own design based on animals found in Chester Zoo.
- Write step-by-step instructions for making a moving animal
- Evaluate their product with reference to the design brief.



Design Brief:
Design, make and evaluate a toy that includes a part that moves using a pneumatic system.



Learning Qualities

Class Three

The following outlines the key year group skills that we are committed to developing which will help our children to become successful life long learners. It is helpful to see these as 'Learn to Learn' skills.

Gaining Independence

- Begin to take increased responsibility for organising their own things, including resources and belongings
- Welcome opportunities to take an added responsibility
- Work within a time frame and prioritise the most important things that need doing
- Set and review learning targets
- Explain who helps them learn and why
- Not put off by changes to normal routine

Becoming Collaborative

- Work harmoniously and constructively with others in joint activity
- Make sure that everybody takes a turn when speaking
- Give feedback to others in a group on their performance
- Work readily in different teams
- Listen to and follow instructions independently
- Take on a specific allocated role in a group
- Respect and tolerate values and beliefs of others in a joint activity
- Communicate capably as a team member

Building Resilience

- Begin to talk about 'Growth Mindset' and 'Fixed Mindset'
- Keep emotions in check when tasks get tough
- Enjoy challenges, especially open ended or deeper thinking ones
- Try different ways to solve a problem
- Start to understand the power of 'yet'
- Know we can learn from mistakes and recognise

Developing Confidence

- Work harmoniously and constructively with others in joint activity sharing ideas with confidence
- Communicate capably as a team member
- Describe own strengths and weaknesses
- Say who or what helps them learn; and how and why they know
- Understand the factors that stop them from learning effectively

Being Inquisitive

- Devise sensible questions to ask different people
- Suggest a question which can be investigated
- Follow up a question to gain clarification
- Show thinking in different ways, e.g. mind maps
- Use more than one piece of evidence to support findings
- See the relationship between things and use to explain to others
- Sort information and choose what is most relevant

Year 4

Cycle A



Grow our own fruit and veg

Harmony Research Project



Be at one with nature

Forest School

Be a heritage host



Celebrating cultural days/ holidays



Be a helping hand



Play Leaders

Litter picking



Careers week

Be inspired to aspire



Sustainability Club

Jesse Treece & William Morris

Marvel at the masters



Egypt exhibit at Manchester Museum

Musical Theatre Club

Be part of a top team



Anderton Centre

Sports events

Walk in someone else's shoes



British Values

Be a culture collector



Visit Rowlands Church to explore a place of worship

Learn about different beliefs within RE.