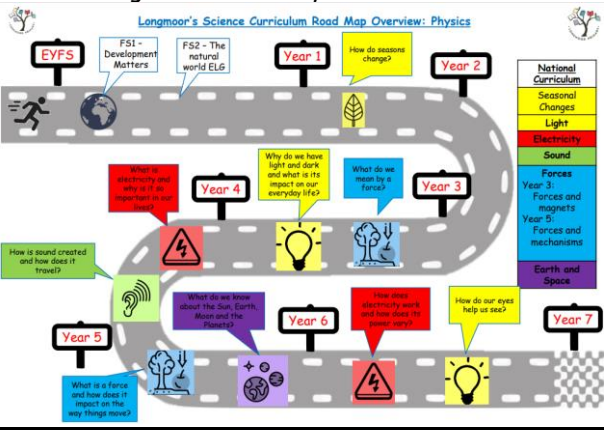


Class: SS / HC / BL	Term: Summer 2	Year Group: 4
Prime Learning Challenge	How is sound created and how does it travel? How has crime and punishment changed over time?	

Past What do pupils already know/understand? Do they have any misconceptions?	Present What do pupils want to know/understand? What are they interested in? What motivates them?	Context How is this challenge relevant to the needs of your children?
<i>How is sound created and how does it travel falls into the Science Programme of Study, 'Sound', as set out by the NC. The Progression Road Map below shows what prior knowledge children have learnt and where this unit fits into the Programme of Study.</i>  <i>How has crime and punishment changed over time?</i>	How do our ears work? What happens to sound as it travels away from its source? What do we mean by 'pitch' and 'vibration' in relation to sound? How do telephones work? Who first brought law and order to Britain? What laws did the Anglo-Saxons introduce? Was punishment always fair? How does law and order work in Britain today? What punishments were very cruel?	Children should identify how sounds are made, associating some of them with something vibrating. They should recognise that vibrations from sounds travel through a medium to the ear and find patterns between the pitch of a sound and features of the object that produced it. They should find patterns between the volume of a sound and the strength of the vibrations that produced it. Children should recognise that sounds get fainter as the distance from the sound source increases. Children should learn about crime and punishment as part of their history curriculum, focusing on how it has changed over time. They should explore the development of the legal system, different types of punishments, and the role of the police. They should learn about the evolution of courts, the police, and different approaches to punishment from the Anglo-Saxon period to the present day. They explore how both crimes and

		punishments have evolved over time, understanding the reasons for these changes.
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By the end of this prime learning challenge...	Some: More Able	Children should understand how sounds are made and find patterns between the pitch of a sound and features of the object that produced it. They should link patterns between the volume of a sound and the strength of the vibrations that produced it. Children should recognise that sounds get fainter as the distance from the sound source increases. Children should recognise that sounds need a medium to pass through in order to be heard. Children should understand how crime and punishment has changed over time recognising the reason for these changes. They should understand the development of the legal system. They should be able to compare the different types of punishments, and the role of the police. Children should understand the evolution of courts, the police, and different approaches to punishment from the Anglo-Saxon period to the present day.
	Most: Core	Children should understand how sounds are made. They should recognise that vibrations from sounds travel through a medium to the ear. Children should recognise that sounds get fainter as the distance from the sound source increases. Children should recognise how crime and punishment has changed over time. They should understand the different types of punishments, and the role of the police. Children should recognise the different types of punishments from the Anglo-Saxons to the present day.
	All: Less able	Children should understand how sounds are made Children should recognise that sounds get fainter as the distance from the sound source increases. The children should know that Crime and Punishment has changed over time and that some punishments in History were very cruel.

Pre-Learning How will you make sure you are pitching appropriately?	Wow!	Reflection How will you reflect & evaluate?
Children will complete a pre-learning assessment for science and history. We will use the Focus curriculum document and the National Curriculum statutory requirements. We will also use children's questions as a guide for our planning and teaching.	<i>Science carried over from Summer 1.</i> <u>Hook lesson History</u> - Provide with a variety of pictures showing different punishments. What do the children think they were used for? History Wow - Crime and Punishment Workshop provided by Pat Productions	Children will complete the post-learning assessments. We will return to children's pre unit questions at the end of the topics. Children will complete reflection tasks towards the end of the topics.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Literacy	The True Story of the Three Little Pigs - Explanation Text	Assessment Week	The True Story of the Three Little Pigs - Explanation Text	The True Story of the Three Little Pigs - Explanation Text	The True Story of the Three Little Pigs - Explanation Text	Instruction Text Year 4 Residential	Instruction Text	End of term lessons linked to Literacy
Handwriting	Penpals Year 4 - Warm up clips / All units completed for Year 4.	Penpals Year 4 - Warm up clips / All units completed for Year 4. Synonyms for said / Punctuation	Penpals Year 4 - Warm up clips / All units completed for Year 4.	Penpals Year 4 - Warm up clips / All units completed for Year 4. Number operations (x) /	Penpals Year 4 - Warm up clips / All units completed for Year 4. Musical Instruments /	Penpals Year 4 - Warm up clips / All units completed for Year 4. Countries	Penpals Year 4 - Warm up clips / All units completed for Year 4.	End of term lessons

	Year 3 / 4 Statutory Spellings 10 Mins a Day in the afternoon.	/ Odd and even numbers 10 Mins a Day in the afternoon.	Oceans / Mountain Ranges / Number operations (+) / Number operations (-) 10 Mins a Day in the afternoon.	Number operations (/) / Days of the week in French / Palindromes 10 Mins a Day in the afternoon.	How are living things grouped? / French Colours 10 Mins a Day in the afternoon.	10 Mins a Day in the afternoon. Year 4 Residential	Countries / Adverbs of possibility / Homophones 10 Mins a Day in the afternoon.	
Rainbow Grammar	Noun phrases / conjunction / fronted adverbials	Assessment Week	Noun phrases / conjunction s / fronted adverbials	Noun phrases / conjunctions / fronted adverbials	Noun phrases / conjunctions / fronted adverbials	Year 4 Residential Openers / Imperative verbs	Openers / imperative verbs	End of term lessons linked to Literacy
Sounds- Write	Unit 38 - g	Assessment Week	Unit 40 - f	Unit 42 - m	Unit 43 - or	Unit 44 - h Year 4 Residential	Unit 45 - k	Unit 46 - r
National Curriculum Spellings	Suffix -ation Year 4 Step 7	Assessment Week	suffix '-ly' Yr 3 step 16	Words ending in '-sion' Year 4 Step 13	Words ending in '-tion' Year 4 Step 20	Words where 'ch' makes a /sh/ sound Year 4 Step 11 Year 4 Residential	Words ending in '-gue' and '- que' Yr 3 step 27	-

Maths	Time	Assessment Week	Shape	Shape / Statistics	Statistics Year 4 Residential	Position and Direction	Position and Direction	End of term lessons linked to Maths
Science	To begin to understand the terms pitch, frequency and volume. <i>C3 - What do we mean by 'pitch'</i>	How is sound created and how does it travel? To understand how telephones work. <i>C4 - How do telephones work?</i>	How is sound created and how does it travel? To be able to research facts about Alexander Graham Bell <i>C4 - Who was Alexander Graham Bell?</i>	How is sound created and how does it travel? To be able to research facts about Alexander Graham Bell <i>C4 - Who was Alexander Graham Bell?</i>	How is sound created and how does it travel? Post-Learning Task. Reflection Task I can reflect on my learning prepare a presentation	Year 4 Residential		
History	Pre-Assessment Task / Hook	To understand who first brought law and order to Britain. <i>C1: Who first brought law and order to Britain?</i>	To understand what laws the Anglo-Saxons introduced. <i>C2: Which laws did the Anglo-Saxons introduce that are</i>	To explain whether punishments in the past were always fair. <i>C3: Was Punishment always fair?</i>	To understand how law and order works in Britain. <i>C4: How does law and order work in Britain today?</i>	Year 4 Residential	Crime and Punishment WOW Day	To understand that some punishments were very cruel. <i>C5: What evidence tells us that some punishments were very cruel?</i> Reflection Task

			<i>still with us today?</i>					Post-Learning Task
Geography								
Music	Charanga Reflect, Rewind and Replay	Charanga Reflect, Rewind and Replay	Charanga Reflect, Rewind and Replay	Charanga Reflect, Rewind and Replay	Charanga Reflect, Rewind and Replay	Year 4 Residential	Charanga Reflect, Rewind and Replay	Charanga Reflect, Rewind and Replay
PSHE	Changing Me Unique Me To understand that everyone is unique and special. Why are we all so special?	Changing Me Having a baby To be able to express how I feel when change happens	Changing Me Puberty and Menstruation To be able to understand and respect the changes that they see in themselves What is puberty?	Changing Me Circles of change To be able to understand and respect the changes that they see in other people What is the circle of change?	Changing Me Circles of change Accepting change To be able to know who to ask for help if they are worried about change. How can I accept change?	Year 4 Residential	Changing Me Looking forward to change To be able to identify what I am looking forward to when I move to a new class. What am I looking forward to in my next class?	
Art/DT	Mechanical Cars Prototype 1: inclined plane	Mechanical Cars Prototype 2: slingshot car	Mechanical Cars Prototype 3: wind up car	Mechanical Cars Designing mechanical cars	Mechanical Cars Making mechanical cars	Year 4 Residential	Mechanical Cars Evaluating mechanical cars	

RE	Finish off R.E from Summer 1	How and why do people mark the significant events in life? Objective: To understand the journey of life. <i>What is the journey of life?</i>	How and why do people mark the significant events in life? To understand baptism <i>What is the significance of baptism for Christians?</i>	How and why do people mark the significant events in life? To understand Hindu ceremonies <i>What ceremonies do many Hindus mark in the journey of life?</i>	How and why do people mark the significant events in life? To understand Hindu ceremonies <i>What ceremonies do many Hindus mark in the journey of life?</i>	Year 4 Residential	How and why do people mark the significant events in life? To understand the marriage ceremony <i>Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises?</i>	How and why do people mark the significant events in life? Reflection
MFL	Quelle temps fait-il? <i>What is the weather like?</i> L1 - To be able to ask what the weather is like and respond in French	Quelle temps fait-il? <i>What is the weather like?</i> L2 - To be able to recognise and recall the conjunctions 'et' (and) and 'mais' (but)	Quelle temps fait-il? <i>What is the weather like?</i> L3 - To be able to recognise and recall the 4 core compass	Quelle temps fait-il? <i>What is the weather like?</i> L4 - To be able to recognise and recall numbers 1-31 in French to say the temperature.	Quelle temps fait-il? <i>What is the weather like?</i> L5 - To be able to recognise and recall the 7 days of the week and the time of day in French.	Year 4 Residential	Quelle temps fait-il? <i>What is the weather like?</i> L6 - To be able to present a weather forecast in French	

			points in French.					
PE	Athletics	Athletics	Athletics	Athletics	Athletics	Year 4 Residential	Athletics	Athletics
Games	Rounders	Rounders	Rounders	Rounders	Rounders	Year 4 Residential	Rounders	Rounders
Computing	E-safety: Knowsley SOW - What does your online life look like?	Knowsley Scheme of Work - Games Designer	Knowsley Scheme of Work - Games Designer	Knowsley Scheme of Work - Games Designer	Knowsley Scheme of Work - Games Designer	Knowsley Scheme of Work - Games Designer Year 4 Residential	Knowsley Scheme of Work - Games Designer	Knowsley Scheme of Work - Games Designer
Class Novel	Grandpa Chatterji By Jamila Gavin (SS / HC)	Grandpa Chatterji By Jamila Gavin (SS / HC)	Grandpa Chatterji By Jamila Gavin (SS / HC)	Grandpa Chatterji By Jamila Gavin (SS / HC)	Grandpa Chatterji By Jamila Gavin (SS / HC)	Year 4 Residential	Various short story books	Various short story books