

Class: SS / HC / BL	Term: Autumn 1	Year Group: 4
Prime Learning Challenge	How could we cope without electricity for one day? What are biomes and how are they created?	

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?
Science - How could we cope without electricity for one day? Falls into the Science Programme of Study, 'Electricity', 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. Geography - What are biomes and how are they created? Pupils may not have heard of biomes, but most will know about rainforests and deserts. They will link to previous learning on continents and how the climate varies worldwide. Many will know of the polar regions without using the term 'tundra'.	Geography- <i>C1: What are the different types of biome and what creates them?</i> <i>C2: What are the main features of a rainforest?</i> <i>C3: What are the main features of tundras and deserts?</i> <i>C4: Where are the different regions in the world where different biomes exist?</i> <i>C5: Can you carry out an in-depth study of a type of biome and present findings to others in the class</i> Science - Identify common appliances that run on electricity. Understand how electricity works. Construct a simple series electrical circuit. Understand about renewable energy and discuss if it is better than fossil fuels. Understand the importance of electricity at home. Identify conductors and insulators.	Pupils will be taught how to construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6. The geography theme will introduce the children to the technical understanding that biomes are a way to divide the Earth's surface. Children will look at how these divisions are based on climate patterns, soil types and the animals and plants that inhabit an area. Children will look at the five basic types of biome: aquatic, forest, desert, tundra and

		grasslands. Children will investigate the health of these biomes and the human effect on them.
By the end of this prime learning challenge...	Some: More Able	Science - To identify common appliances that run on electricity. Able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. To recognise that a switch opens and closes a circuit. To recognise some common conductors and insulators, and associate metals with being good conductors. Discuss renewable energy and if it is better than fossil fuels. Geography - Understand the different types of biomes and what creates them. They will understand and discuss the main features of a rainforest including the different layers and animals that thrive there. The children will discuss tundras and desserts and compare the different regions of biomes in the world - explaining why they exist.
	Most: Core	Science - To identify common appliances that run on electricity. Able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. To recognise that a switch opens and closes a circuit. To recognise some common conductors and insulators. Discuss renewable energy. Geography - Understand the different types of biomes. They will understand and discuss the main features of a rainforest including the different layers and animals that thrive there. The children will discuss tundras and desserts and compare the different regions of biomes in the world.
	All: Less able	Science - To identify common appliances that run on electricity. Able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires and bulbs. To recognise some common conductors and insulators. Geography - Understand that there are different types of biomes. They will understand and discuss the layers of a rainforest and begin to name some animals that live in a rainforest. The children will discuss tundras and desserts.

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 Geography. 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.	<u>Geography Hook lesson.</u> Children will watch / learn a biomes song - Biomes song https://www.youtube.com/watch?app=desktop&v=qANBy-TltL8 <u>Wow!</u> - Biomes Day <u>Science Hook lesson.</u> Make a human electrical circuit. What happens when the circuit is broken?	Children will complete the post-learning assessments. We will return to children's pre unit questions at the end of the topics.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Fox by Margaret Wild and Ron Brooks (book-based unit linked to Geography)	Fox by Margaret Wild and Ron Brooks (book-based unit linked to Geography)	Fox by Margaret Wild and Ron Brooks (book-based unit linked to Geography)	The Tin Forest by Helen Ward & Wayne Anderson (book-based unit linked to Geography)	The Tin Forest by Helen Ward & Wayne Anderson (book-based unit linked to Geography)	The Tin Forest by Helen Ward & Wayne Anderson (book-based unit linked to Geography)	The Tin Forest by Helen Ward & Wayne Anderson (book-based unit linked to Geography)

	Outcome - Fiction: Setting description	Outcome - Fiction: Setting description	Outcome - Fiction: Setting description	Outcome - Non - Chronological Report	Outcome - Non - Chronological Report	Outcome - Non - Chronological Report	Outcome Poetry based - Antonym diamante
Handwriting	Penpals Year 4 - Warm up clips 10 mins a day	Penpals Year 4 - Warm up clips 10 mins a day	Penpals Year 4 - Warm up clips 10 mins a day	Penpals Year 4 - Warm up clips 10 mins a day	Penpals Year 4 - Warm up clips 10 mins a day	Penpals Year 4 - Warm up clips 10 mins a day	Penpals Year 4 - Warm up clips 10 mins a day
Rainbow Grammar	To be able to use Rainbow Grammar to write noun phrases for sentence banking.	To be able to use fronted adverbials in Rainbow Grammar	Noun Phrases and fronted adverbials.	Noun Phrases emphasis on adjectives.	Noun Phrases emphasis on adjectives.	Noun Phrases emphasis on adjectives.	-
Sounds- Write	Unit 1 - ae	Unit 2 -ee (Polysyllabic - reading & building)	Unit 4 - ie (Polysyllabic - reading & building)	Unit 6 - er (Polysyllabic - reading & building)	Unit 7 -e (Polysyllabic - reading & building)	Unit 8 -ow (Polysyllabic - reading & building)	Unit 10 - m /oo/n (Polysyllabic - reading & building)
NC Spelling Rules	-	The 'n' sound spelt n before k e.g. bank, think, honk, sunk, sunset	Words where the digraph 'sc' makes a /s/ sound Step 28 Year 3	Adding -er and -est to adjectives where no change is needed to the root word e.g. grander, grandest, fresher, freshest.	Words that are homophones Step 29 Year 3	Using K for the K sound e.g. kent, sketch, kit, skin, frisky.	Words that are homophones Step 29 Year 3

Numeracy	Place Value	Place Value	Place Value	Place Value	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction
Science	LINK IT WIWTK Hook LEARN IT <u>Component 4 -</u> To recognise sources of electricity and how we use it. <i>How important is electricity at home?</i> To understand that electricity is dangers <i>How do we safe around electricity?</i>	LEARN IT <u>Component 1 -</u> To understand how electricity works. <i>How does electricity work?</i>	LEARN IT <u>Component 2 -</u> To understand what is needed to make a simple circuit. <i>How can we construct a simple series electrical circuit? (Part 1)</i>	LEARN IT <u>Component 2 -</u> To understand what is needed to make a simple circuit. <i>How can we construct a simple series electrical circuit? (Part 2)</i>	LEARN IT <u>Component 3 -</u> To understand what renewable energy is. <i>What is renewable energy and is it better than fossil fuels?</i>	LEARN IT <u>Component 5 -</u> To be able to recognise electrical conductors and electrical insulators. <i>What are conductors and what are insulators?</i>	SHOW IT
History							
Geography	LINK IT WIWTK Hook	LEARN IT <u>Component 1 -</u> LO: To be able to know the different types of biome and identify what created them. <i>C1: What are the different types of biome</i>	LEARN IT <u>Component 2 -</u> LO: To be able to identify the main features of a rainforest. <i>C2: What are the main features of a rainforest?</i>	LEARN IT <u>Component 3 -</u> LO: To be able to identify the main features of tundras and deserts. <i>C3: What are the main features of</i>	LEARN IT <u>Component 3 -</u> LO: To be able to identify the main features of tundras and deserts. <i>C3: What are the main features of</i>	LEARN IT <u>Component 5 -</u> LO: To be able to research different biomes and present my findings creatively. <i>C5: Can you carry out an in-</i>	SHOW IT Reflection Task Post-Learning Task

		<i>and what creates them?</i> <u>Plenary - Component 4</u> - LO: To be able to find where biomes exist in the world. <i>C4: Where are the different regions in the world where different biomes exist?</i>		<i>tundras and deserts?</i> <i>Focus on tundras</i>	<i>tundras and deserts?</i> <i>Focus on deserts</i>	<i>depth study of a type of biome and present findings to others in the class</i>	
Music (Glocks)		Charanga Mamma Mia	Charanga Mamma Mia	Charanga Mamma Mia	Charanga Mamma Mia	Charanga Mamma Mia	Charanga Mamma Mia
PSHE	Being Me In My World - To understand my attitudes and actions make a difference to the class team.	Being Me In My World - To understand who is in my school community, the roles they play and how I fit in	Being Me In My World - To understand how democracy works through the School Council Q: What does democracy mean?	Being Me In My World - To understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	Being Me In My World - To understand how groups come together to make decisions Q: How do groups make decisions?	Being Me In My World - To understand how democracy and having a voice benefits the school community	

		Q: Who is in my school community?		Q: How do my actions affect other people?			
Art/DT	To be able to draw using tone to create a 3D effect. <i>Can I draw to create a 3D effect?</i>	To be able to explore proportion and tone when drawing <i>Can I explore proportion and tone when drawing?</i>	To be able to plan a composition for a mixed-media drawing. <i>Can I plan a composition for a mixed-media drawing?</i>	To be able to use shading techniques to create pattern and contrast. <i>Can I use shading techniques to create pattern?</i>	To be able to use shading techniques to create pattern and contrast. <i>Can I use shading techniques to create pattern?</i>	To be able to work collaboratively to develop drawings into prints. <i>Can I work collaboratively to develop drawings into prints?</i>	Art review
RE	Unit 25 - What kind of World did Jesus want? To understand what kind of world Jesus wanted. <i>What does gospel mean?</i>	Unit 25 - What kind of World did Jesus want? To understand who the first disciples were. <i>Who were the first disciples?</i>	Unit 25 - What kind of World did Jesus want? To understand the roles of the disciples. <i>What did the disciples share?</i>	Unit 25 - What kind of World did Jesus want? To understand what Christians believe. <i>What do Christians believe?</i>	Unit 25 - What kind of World did Jesus want? To understand parables. <i>What is a parable?</i>	Unit 25 - What kind of World did Jesus want? To understand what kind of world Jesus wanted. Reflection	Unit 25 - What kind of World did Jesus want? To understand what kind of world Jesus wanted. Reflection
MFL		<u>Phonics / Les Saisons.</u> Phonetics 1 AND 2	<u>Phonics / Les Saisons.</u> Phonetics 1 AND 2 CNTD	<u>Phonics / Les Saisons.</u> L1 - To recognise, recall and spell the 4 seasons	<u>Phonics / Les Saisons.</u> L2 - what happens in winter? Writing skills.	<u>Phonics / Les Saisons.</u> L3 - what happens in spring? Writing	<u>Phonics / Les Saisons.</u> L4 - what happens in summer?

						consolidation from L2.	
PE	Gymnastics Bridges	Gymnastics Bridges	Gymnastics Bridges	Gymnastics Bridges	Gymnastics Bridges	Gymnastics Bridges	Gymnastics Bridges
Games	Challenge Collaboration	Challenge Collaboration	Challenge Collaboration	Challenge Collaboration	Challenge Collaboration	Challenge Collaboration	Challenge Collaboration
Computing	E-safety: Knowsley SOW - Lesson1 - What is your Online Identity?	Endangered Animals Lesson 1 - What is an endangered animal?	Endangered Animals Lesson 2 - What is a habitat?	Endangered Animals Lesson 3- Why are endangered animals so at risk?	Endangered Animals Lesson 4 - How can we create graphics?	Endangered Animals Lesson 5 - How can we add audio narration to our social media graphic?	Endangered Animals Lesson 6 - How can social media be used to raise awareness?
Story Book	Max and the Millions: by Ross Montgomery	Max and the Millions: by Ross Montgomery	Max and the Millions: by Ross Montgomery	Max and the Millions: by Ross Montgomery	Max and the Millions: by Ross Montgomery	Max and the Millions: by Ross Montgomery	Max and the Millions: by Ross Montgomery