

Class: SS / HC / AH	Term: Spring 1	Year Group: 4
Prime Learning Challenge	How do some solids, liquids and gases change state? (States of Matter) How are rivers formed?	

<p>Past What do pupils already know/understand? Do they have any misconceptions?</p>	<p>Present What do pupils want to know/understand? What are they interested in? What motivates them?</p>	<p>Context How is this challenge relevant to the needs of your children?</p>
<p>How do some solids, liquids and gases change state? Falls into the Science Programme of Study, 'States of Matter', 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.</p>	<p>Science - How can we classify solids, liquids and gases? What do we mean by freezing and melting? How can you separate sand, salt and water? What is the Water Cycle? What do we mean by condensation and evaporation?</p> <p>Geography - What are the main features of a river? What are the features of the upper, middle and lower courses of a river? Why have so many cities been created close to a river? How would you carry out a river study?</p>	<p>Science - Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Geography - Pupils should be taught to describe how a river is formed using the geographical vocabulary associated with rivers, including source mouth, estuary, meander, tributary. Pupils should be taught the difference between the upper, middle and lower courses of a river and be able to identify the features of each. Children will</p>

investigate what erosion and deposition are in relation to rivers. Children will gain an understanding why many cities are situated next to a river.

By the end of this prime learning challenge...

Some: More Able

Pupils should classify solids, liquids and gases and understand the concept of freezing and melting. They should be able to use scientific concepts to separate sand, salt and water and understand the water cycle including using the correct vocabulary e.g. condensation / evaporation.

Pupils should know how a river is formed. Pupils should know the geographical vocabulary associated with rivers, including source, mouth, estuary, meander, tributary. Pupils should know the difference between the upper, middle and lower courses of a river. Pupils should know what erosion and deposition are in relation to rivers. Pupils should know why many cities are situated next to a river. Pupils should know how waterfalls are formed. Pupils should know what an oxbow lake is.

Most: Core

Pupils should be able to describe solids, liquids and gases and understand the concept of freezing and melting. They should be able to use scientific concepts to separate sand, salt and water and understand the water cycle including using the correct vocabulary e.g. condensation / evaporation.

Pupils should know how a river is formed. Pupils should know the geographical vocabulary associated with rivers, including source, mouth, estuary, meander, tributary. Pupils should know the difference between the upper, middle and lower courses of a river. Pupils should know what erosion and deposition are in relation to rivers. Pupils should know why many cities are situated next to a river.

All: Less able

Pupils should begin to understand solids, liquids and gases and the concept of freezing and melting. They should be able to describe the basics of the water cycle.

Pupils should begin to know how a river is formed. Pupils should begin to know the geographical vocabulary associated with rivers, including source, mouth, estuary, meander, tributary. Pupils should begin to explain why many cities are situated next to a river.

Pre-Learning How will you make sure you are pitching appropriately?	Wow!	Reflection How will you reflect & evaluate?
<p>Children will complete a pre-learning assessment for science and geography.</p> <p>We will use the Focus curriculum document and the National Curriculum statutory requirements.</p> <p>We will also use children's questions as a guide for our planning and teaching.</p>	<p>Wow! – Geography – River Themed Artwork afternoon</p> <p>Hook – Science – Children will watch a few experiments taking place both in the classroom and on the Internet. Read the book 'A Drop Around The World.'</p>	<p>Children will complete the post-learning assessments.</p> <p>We will return to children's pre unit questions at the end of the topics.</p> <p>Children will complete a reflection task to reflect on their work and understanding created during the topic.</p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Literacy	The Princess' Blankets by Carol Ann Duffy Letter	The Princess' Blankets by Carol Ann Duffy Letter	The Princess' Blankets by Carol Ann Duffy Letter	A River by Marc Martin Recount	A River by Marc Martin Recount	Poetry
Handwriting	Penpals Year 4 - Warm up clips / Units - Term 2 - Lesson 14 - Size, proportion and spacing - ious 10 Mins a Day	Penpals Year 4 - Warm up clips / Units - Term 2 - Lesson 15 - Size, proportion and spacing - able, ful 10 Mins a Day	Penpals Year 4 - Warm up clips / Units - Term 2 - Lesson 16 - Size, proportion and spacing - fs, ves 10 Mins a Day	Penpals Year 4 - Warm up clips / Units - Term 2 - Lesson 17 - Speed and fluency - abbreviations for notes 10 Mins a Day	Penpals Year 4 - Warm up clips / Units - Term 2 - Lesson 20 - Speed and fluency - Lists Part 1 10 Mins a Day	Penpals Year 4 - Warm up clips / Units - Term 2 - Lesson 20 - Speed and fluency - Lists Part 2 10 Mins a Day

Rainbow Grammar	To be able to use conjunctions in Rainbow Grammar Sentences.	To be able to use conjunctions in Rainbow Grammar Sentences.	To be able to use conjunctions in Rainbow Grammar Sentences and include them in a letter.	To be able to create expanded noun phrases	To be able to create expanded noun phrases	To be able to create expanded noun phrases
Sounds Write	Unit 20 - air	Unit 21 - ue	Unit 23 - oy	Unit 24 - ar	Unit 25 - o	Unit 27 - ae (more spellings)
Numeracy	Multiplication and Division	Multiplication and Division	Multiplication and Division	Length and Perimeter	Length and Perimeter	Fractions
Science	Pre-learning Task / Hook	Component 1 - <i>How can we classify solids, liquids and gases?</i> To be able to classify solids, liquids and gases	Component 2 - <i>What do we mean by freezing and melting?</i> To understand freezing and melting.	Component 4 - <i>What is a water cycle?</i> To understand the water cycle. Component 5 - <i>What is meant by the terms: condensation, and evaporation?</i> To understand condensation and evaporation.	Investigation involving temperature	Post-Learning Task - Reflection Task
History						

Geography	Pre-learning Task / Wow River Art	To understand the main features of a river. Component 1 - What are the main features of a river?	To understand the water cycle. Component 2 - What is the water cycle and why is it so important? (To be completed in Science - States of Matter - C4)	To understand the features of the upper, middle and lower courses of a river. Component 3 - What are the features of the upper, middle and lower courses of a river?	To understand why cities been created close to a river. Component 4 - Why have so many cities been created close to a river?	To be able to carry out a river study. Component 5 - How would you carry out a river study? (Linked with Reflection Task)
Music	Charanga Stop! Recorders	Charanga Stop! Recorders	Charanga Stop! Recorders	Charanga Stop! Recorders	Charanga Stop! Recorders	Charanga Stop! Recorders
PSHE	Jigsaw - Hopes and Dreams To be able to identify my hopes and dreams for the future. What are my hopes and dreams?	Jigsaw - Broken Dreams To understand that sometimes hopes and dreams do not come true and that this can hurt What can I do when dreams	Jigsaw - Overcoming Disappointment To understand that reflecting on positive and happy experiences can help me to counteract disappointment How can I cope with	Jigsaw - Creating New Dreams To understand how to make a new plan and set new goals even if I have been disappointed What does it mean to be resilient?	Jigsaw - Achieving Goals To understand how to work out the steps to take to achieve a goal, and can do this successfully as part of a group How can I be part of a team?	Jigsaw - We did it! To be able to identify the contributions made by myself and others to the group's achievement. How can I be part of a successful team?

		<i>don't come true?</i>	<i>disappointment ?</i>			
Art/DT	Painting To understand how to darken or lighten a colour when mixing paint.	Painting To use tints and shades to give a three-dimensional effect when painting	Painting To explore how paint can create very different effects.	Painting To consider proportion and composition when planning a still-life painting.	Painting To apply knowledge of colour mixing and painting techniques to create a finished piece	
RE	Unit 27 - What do Hindus believe God is like? How do many Hindus describe ultimate reality?	Unit 27 - What do Hindus believe God is like? How might the idea of Brahman being in everything affect how you live?	Unit 27 - What do Hindus believe God is like? What can we find out about some Hindu deities?	Unit 27 - What do Hindus believe God is like? <i>How do many Hindus understand deities?</i>	Unit 27 - What do Hindus believe God is like? <i>What can we learn about deities from Ganesh?</i>	Unit 27 - What do Hindus believe God is like? <i>How do many Hindus describe the divine?</i>
MFL	Les Légumes To learn how to recognise, recall and spell five different vegetables with the plural definite article/ determiner in the foreign language.	Les Légumes To learn how to recognise, recall and spell a further five different vegetables	Les Légumes To consolidate all ten vegetables in the foreign language and will progress to learning how to	Les Légumes To learn how to formulate a short phrase in the foreign language using the structure 'I would like' plus	Les Légumes To be introduced to the conjunction 'and' so that they can formulate longer and	Les Légumes To revise and consolidate all language covered in the unit and complete the

		with the plural definite article/ determiner in the foreign language.	say 'a kilo of' plus a vegetable.	a quantity of various vegetables.	more interesting sentences in the foreign language.	end of unit assessment.
PE	Gymnastics (Equipment) To be able to practice and develop skills for travelling, balancing, flight and rotation. <i>Can I develop skills for travelling, balance and flight?</i>	Gymnastics (Equipment) To be able to demonstrate good posture, strong shapes and body tension when producing a gymnastic sequence. <i>How can I demonstrate good posture, strong shapes and body tension when producing a gymnastic sequence?</i>	Gymnastics (Equipment) To be able to use wide and narrow shapes in movement on apparatus. <i>How do you use wide and narrow shapes in movement on apparatus?</i>	Gymnastics (Equipment) To be able to approach moving into balances on apparatus using different pathways <i>How can I approach moving into balances on apparatus using different pathways?</i>	Gymnastics (Equipment) To be able to make a floor routine sequence using ideas, shapes and travel from previous lessons. <i>How can we make a group floor routine sequence using ideas, shapes and travel from previous lessons?</i>	Gymnastics (Equipment) All equipment out
Games	TLG - Netball	TLG - Netball	TLG - Netball	TLG - Netball	TLG - Netball	TLG - Netball
ICT	To understand how to build safe online relationships.	<i>Micro: bits</i>	<i>Micro: bits</i>	<i>Micro: bits</i>	<i>Micro: bits</i>	<i>Micro: bits</i>

