

Year:	4	Term:	Autumn 2	Learning Challenge question	What are the main features of the UK?	MTP
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	Maths	English			Science - Living Things and Their Habitats			
		Reading	Writing	Speaking & Listening	Working Scientifically			
					Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
Prior Learning	<p>Know that multiplication is repeated addition and that division is inverse of multiplication.</p> <p>Know times tables facts for numbers 3, 4 and 8 and their corresponding division facts.</p> <p>Know that the word 'product' means multiply</p> <p>Understand that multiplication is commutative, and division is not.</p>	<p>To know a range of strategies to use to read unfamiliar words..</p> <p>To know that characters can show their feelings through the way they look, how they behave and what they say.</p> <p>To know how to take part in a group discussion.</p>	<p>To use a range of skills to write coherently for a purpose and for the reader.</p> <p>To understand the general themes in a warning tale.</p> <p>Understanding of how inverted commas are used to punctuate direct speech.</p>	<p>Know how to take part in a group discussion</p> <p>Know that I can talk to my Kagan team mates to share my ideas, read my work to them and ask for help.</p> <p>Know that listening to ideas support my own thinking</p>	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) <p>Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)</p>			

Pre & post assessments	Pre and post unit tasks completed at the start and end of each unit.	Weekly VIPERS focused questions to check understanding.	Cold & hot tasks	Spoken Language Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary	Hook + Cold tasks			
Unit assessment		Weekly independent comprehension.			Hot tasks			
1	LQ: How will I use renaming in the thousands, hundreds, tens and ones column to help me subtract? LQ: What mental strategies will I use to help me subtract? LQ: How will I show my journaling skills for subtraction? End of Topic Assessment	VIPERS Focus Questions: Fiction LQ: How can I explore new language and vocabulary? LQ: How can I draw inferences such as inferring character's thoughts and feelings? LQ: What information can I retrieve from a text?	<u>Suspense story</u> Hook: Road's End Cold task: How does a writer develop a character description? LQ: What is the overall plot of model text? LQ: What are the features of a suspense story?	Articulate and justify answers, arguments and opinions Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.			Hook and Cold task. Chn to explore school grounds and identify living organisms. Chn to explore scientific vocabulary. Chn to initially explore classifying animals.	
2	<u>Chapter 2 – Multiplication and Division</u> Start of unit assessment Q: How can I count in sixes, sevens and nines? LQ: How can I	VIPERS Focus Questions: Fiction LQ: How can I explore new language and vocabulary? LQ: How can I	LQ: How can I create suspense using personification? LQ: How can I use personification to write a setting description? LQ: What are the	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.			LQ: Can I begin to classify living things? LQ: Can I begin to use classification keys?	

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	<p>multiply by 6?</p> <p>LQ: How can I multiply by 7?</p> <p>LQ: How can I multiply by 9?</p> <p>multiply by 11?</p>	<p>draw inferences such as inferring character's thoughts and feelings?</p> <p>LQ: How can I predict what might happen from what is stated and inferred?</p>	<p>different sentence structures?</p> <p>LQ: How will I explore a range of emotions through drama?</p> <p>LQ: How will I use direct speech?</p>	<p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>Gain maintain and monitor the interest of the listener(s)</p>				
3	<p>LQ: What techniques will I use to multiply by 9?</p> <p>LQ: How can I multiply by 11?</p> <p>LQ: How will I use my gained knowledge to multiply by 11?</p>	<p>VIPERS Focus Questions: Non-Fiction</p> <p>LQ: How can I explore new vocabulary?</p> <p>LQ: How can I orally explore the text in more detail?</p> <p>LQ: How can I explore the text in more detail?</p>	<p>LQ: What are the different sentence types?</p> <p>LQ: Can I design my setting?</p> <p>LQ: Can I design my main character?</p> <p>LQ: Can I box up my suspense story?</p> <p>LQ: Can I create a story map of my suspense story?</p>	<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p>				LQ: Can I research vertebrate and invertebrate groups?

4	<p>LQ: How can I multiply by 12?</p> <p>LQ: How can I divide by 6?</p> <p>LQ: How can I divide by 7?</p> <p>LQ: How can I divide by 9?</p>	<p>VIPERS Focus Questions: Non-Fiction</p> <p>LQ: How can I draw inferences such as the author's or thoughts or opinions?</p> <p>LQ: What VIPERS questions can I create about a page of the text?</p> <p>LQ: How can I summarise the key points in a short extract?</p>	<p>LQ: How can I write a suspense story?</p> <p>LQ: How can I write a suspense story?</p> <p>LQ: How can I write a suspense story?</p> <p>LQ: How can I edit my suspense story?</p> <p>LQ: How can I edit my suspense story?</p>				<p>Assessment activity.</p> <p>LQ: Can I research and classify vertebrates and invertebrates?</p>	

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5	<p>LQ: How can I multiply and divide by 11 and 12?</p> <p>LQ: What do I need to be able to do to divide with a remainder?</p> <p>LQ: How can I solve word problems involving multiplication and division? (Lesson19)</p> <p>LQ: How can I solve word problems involving multiplication and division? (journaling)</p>	<p>VIPERS Focus Questions:</p> <p>Fiction</p> <p>LQ: What can I infer from the front cover of a book?</p> <p>LQ: How can I predict what will happen next, from what I have read?</p> <p>LQ: How can I evaluate and explain what has happened so far?</p>	<p><u>Balanced argument</u></p> <p>Cold task LQ: Are fairytales good for children?</p> <p>LQ: What is a debate?</p> <p>LQ: How will I plan my debate?</p> <p>LQ: How will I use contrasting conjunctions to refine the delivery of my argument?</p> <p>LQ: How will I debate my argument?</p>				LQ: What do all living organisms need for life?	LQ: What do all living organisms need for life?
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6	<p>Chapter 4 – Further Multiplication and Division</p> <p>LQ: What is the difference between multiplying by 0 and 1?</p> <p>LQ: What do I need to do to divide by 1?</p> <p>LQ: How can I multiply the same two numbers?</p> <p>LQ: How can I multiply three numbers?</p>	<p>VIPERS Focus Questions: Fiction</p> <p>LQ: How can I sequence events in a text?</p> <p>LQ: How can I hot-seat a character to infer thoughts and feelings?</p> <p>LQ: How can I develop skim and scan techniques?</p>	<p>LQ: What is a Balanced Argument? (Model text analysis)</p> <p>LQ: What is a text-map for a Balanced Argument?</p> <p>LQ: Can I identify the features of a balanced argument?</p> <p>LQ: How are contrasting contractions used in a balanced argument?</p> <p>LQ: How will I use paragraphs to organise ideas around a theme</p>		<p>LQ: How can I use my knowledge of predators and prey to create a food chain?</p>		<p>LQ: How can I use my knowledge of predators and prey to create a food chain?</p>	
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7	<p>LQ: Which method will I use to multiply 2-digit numbers without renaming?</p> <p>LQ: How will I multiply 2-digit numbers with renaming?</p> <p>LQ: How will I multiply 3-digit numbers with renaming?</p> <p>LQ: How can I show my understanding of multiplication using journaling</p>	<p>VIPERS Focus Questions: Poetry</p> <p>LQ: How do I explore and understand new vocabulary?</p> <p>LQ: How do I verbally answer inference and prediction questions about a poem?</p> <p>LQ: How do I explore the story in more detail by focusing on explanation, inference and prediction questions?</p>	<p>LQ: What will help me plan my Balanced Argument?</p> <p>LQ: What tools will help with a Balanced Argument?</p> <p>Hot Task – Writing Balanced Argument</p> <p>Hot Task – Writing Balanced Argument</p> <p>Hot Task – Editing and proof-reading Balanced Argument</p>		<p>LQ: Can I recognise that environments can change and that this can pose dangers to living things?</p>		<p>LQ: Can I recognise that environments can change and that this can pose dangers to living things?</p>	
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8	End of multiplication assessment and division pre assessment.	VIPERS Focus Questions: Non-Fiction						
	LQ: What method will help me divide 2-digit numbers?	LQ: How can I explore new vocabulary?						
	LQ: How will I divide 3-digit numbers?	LQ: How can I orally explore the text in more detail?						
	LQ: Journalling	LQ: How can I explore the text in more detail?						

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End of unit assessment	<p>All children have a good understanding of multiplication and division and can apply this to reasoning and problem solving questions.</p> <p>All children can multiply and divide using mental strategies and formal written methods, and can apply this to reasoning and problem solving.</p> <p>Children will be able to solve word problems involving multiplication and division.</p> <p>Children will be able to use a range of equipment to help secure and consolidate their understanding of these mathematical concepts.</p>		<p>All children will have written a discussion text in the form of a balanced argument and a suspense story set in a dystopian future of Manchester.</p> <p>Children will be able to adapt their sentence structures for effect and use subordinating conjunctions to write simple, compound and complex sentences.</p> <p>Children will be able to group their writing into paragraphs based on a theme.</p> <p>Children will be able to use apostrophes for contraction and possession.</p> <p>Children will be able to use inverted commas for direct speech.</p>		<p>LQ: How can I show my understanding of living things and their habitats?</p> <p>Skills:</p> <p>I can identify differences, similarities or changes related to scientific ideas or processes.</p> <p>Greater depth: I can suggest why similarities or differences exist.</p> <p>I can use straightforward scientific evidence to answer questions.</p> <p>Greater depth: I can suggest what other evidence might be needed to help answer a question.</p> <p>I can ask different types of relevant questions, e.g. to make comparisons; or to ask about causes.</p> <p>Greater depth: I can suggest how a question might be best answered, e.g. through proposing a method for a controlled experiment.</p>
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			<p>Children will be able to use figurative language to build suspense.</p> <p>Children will be able to use prepositional phrases to expand noun phrases.</p> <p>Children will be able to use a range of tools for description, including similes.</p>		
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	Geography	History	D&T	Art	Computing	PSHE
Prior Learning	<p>I know that buildings can be built in different ways and using a variety of materials.</p> <p>Where are the sites for building? Land use and types of land</p>			<p>Drawing and painting</p> <p>Exploring still life</p>	<p>Debug programs that accomplish</p> <p>Use logical reasoning to explain how some simple algorithms work</p>	<p>To recognise the elements of a healthy, balanced lifestyle</p>
Pre & post assessments	Pre-assessment/front cover.			<p>Pupils given the opportunity to reflect, share and discuss their final piece of artwork.</p>	Teacher assessment	<p>Pupils identify risks when given different scenarios and explain how they would respond.</p>
						<p>Pupils given the same risks and would be asked how they would respond now with their new subject knowledge.</p>
Unit assessment	Additional information added to title page as the unit progresses			Final ink drawing of a item of packaging.		

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1	<p>Title Page – Through the Window - draw Manchester as a city and village and label the geographical features.</p> <p>Hook - Build the tallest skyscraper out of spaghetti Kagan competition</p>			<p>LQ: Can I explore what a drawing tool might be?</p> <p>Can I complete a continuous line drawing?</p>	<p><i>Introductory session and whole afternoon set aside for microbit coding with a team of Software Engineers from Arm – a company that designs computer chips.</i></p> <p><i>Introduction to binary numbers and programming logic as part of a hands-on project in which the pupils create a version of a micro:bit pet (a small, programmable computer designed by the BBC to get children involved in writing software.</i></p>	<p>Pre-assessment- How do we manage risk in different places?</p>
2	<p>LQ: How will using a compass help me locate different cities around the UK and plot them on a map?</p> <p>Using a blank map of GB, children will label each separate country, capital cities and main cities. Children to pinpoint 6 main cities on enlarged aerial pictures. Identify the difference between GB, British Isles & UK. Use of globes and atlases</p> <p>LQ: How can I use maps, atlases to locate the countries and seas of the UK?</p>			<p>Can I use the 'backwards forwards' technique to draw an object?</p>	<p>Session 1: Intro to Arm + binary numbers (1hr) Session 2: Programming + intro to micro:bits (1hr). Session 3: Micro:pet project (whole afternoon).</p>	<p>LQ: How can we stay safe in our local environment?</p>

3	<p>Trip</p> <p>Trip review and evaluation task.</p> <p>LQ: How will I use compass points to help locate different local locations and to draw an aerial view map?</p>			Can I find marks made by other artists to help me develop my own mark making?		LQ: How can we respond to social pressures?
4	<p>LQ: What features are the same on an aerial photograph as on a map?</p> <p>LQ: How can I use a 4 figure grid reference to locate an area or landmark?</p>	<p>LQ: How have human features changed a locality over time?</p> <p>Know and understand key historical events and landmarks in Manchester's history including: Roman Fort, IRA Bombing, Industrial Revolution, Steam train, Metro link, Invention of the Computer, One Love Concert</p>		Can I explore charcoal?	What are input and output devices?	LQ: How do we keep our bodies safe?

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5	<p>LQ: What are the physical features of the UK and how have they changed?</p> <p>(including hills, mountains, coast, Lakes and wetlands.)</p> <p>LQ: What are the main geographical features of a city and why would people choose to live there? How does this link with Global Goals - sustainable cities / climate action?</p> <p>Parks, Rivers, Motorways, Landmarks, Landlocked, High Population, Transport</p>			Can I use the 'see three shapes' exercise to help me develop my use of ink?	What inputs and outputs will I include in my toy design?	LQ: How do we manage risks online?
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6	<p>LQ: What are the main features of a village and why would people choose to live there?</p> <p>Mountains, a village shop, pub, church, lower population, less transport options</p> <p>Show this on a map using symbols.</p> <p>LQ: How can I create a geographical model to show the difference between an urban and rural area?</p>			Can I consolidate my skills by trying an observational drawing of food packaging?	How will I use Scratch to create a prototype?	LQ: What are drugs?
7	<p>LQ: Where would you choose to go on holiday in the UK and why?</p> <p>LQ: How can I collect, analyse and communicate data about where people in Beaver Road would prefer to go on holiday in the UK.</p>				What will I improve in my toy prototype? How does my toy compare to other toy designs?	LQ: How can we manage the risks of drugs?
8	End of topic assessment					End of unit assessment: How can we manage risk in different places?

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End of Unit assessment	<p>All children will be able to name and locate counties and the main cities of the United Kingdom. All children will be able to identify geographical regions (specifically their local city of Manchester) and their distinctive human and physical characteristics. Children will know the difference between villages and cities and how landscapes have changed over time. All children will be able to understand the geographical pros and cons of living in Manchester. All children will be able to use maps, atlases and aerial photographs to locate and discuss key features of Manchester. All children will carry out a survey to discover features of cities and villages. All children will be able to compare the results of the survey and showcase results.</p>	<p>All children will be able to research and explore key aspects of Manchester's history. All children will consider the pros and cons of living in Manchester through the history of the city. All children will be able to understand and explore the effect of a global pandemic on a major city such as Manchester.</p>			<p>Children will create designs for toys and understand the process required to code and create their own toys. Children will evaluate the effectiveness of their designs by comparing it to other toy design models.</p>	
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	Music	RE	PE		Languages
			Games	Dance / Gymnastics	
Prior Learning	Concepts of rhythm, melody and pulse, and names of some instruments	To know that Jewish people celebrate Hanukkah and Passover and that it is celebrate light and freedom from slavery respectively. To know that these celebrations have similarities – feast, presents, singing and dancing. To understand that celebrations and festivals are important for people's spiritual and beliefs.	Year 3 Handball Unit		To be able to count in Spanish 0-11 To name 6 colours Can name and say days of the week and months of the year.
Pre & post assessments	Children show that they can move expressively to rock and roll music, and that they understand the basic concepts above, through discussion		Children will play a game of Handball and showcase what they have remembered from previous year. .		
	Children demonstrate specific skills related to rock and roll music, including the hand jive and walking bass		Post assessment: children will play a game of Handball and compare performances from week 1 to week 6.		
Unit assessment	Rock and Roll Children will be able to: Perform the hand jive hand actions in sequence and in time with the music Sing in tune and perform their actions in time Play the notes of the walking bass in the correct	Children will be able to think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this Children will be able to consider the meanings of the stories behind key religious festivals, e.g Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh			

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	sequence Independently play their part with some awareness of the other performers	Hashanah and Yom Kippur in Judaism, Eid in Islam. Children will be able to describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. Notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. Study key elements of festival: shared values, story, beliefs, hopes and commitments			
1	Lesson 1: Hand jive Understand the history of Rock and Roll Music	Pre-assessment: What is worth celebrating?	Introduction into the game of Handball. The children will familiarise themselves with a ball. Learning on how to throw and catch individually and with a partner. LQ: When throwing/ catching what should we always do?		I can read and understand commands.
2	Lesson 2: Rock around the Clock Be able to perform with a sense of style	LQ: What do Christians celebrate at Easter?	The children are to develop a further understanding on how to send and receive a ball, whilst moving towards a goal in groups of 3. Progression, introduce defenders for the group to get past (3v1). LQ: What should the ball carrier have at all times during a game?		I can say and understand classroom instructions.

3	Lesson 3: Walking bass line Play a walking bass line on tuned percussion	LQ: What was the meaning of Jesus' last meal with his friends?	The children are to enhance their dribbling skills individually and as a group/team. 1v1 – how to get past a defender, 2v1 – using the overload as an option to pass. LQ: After you have stopped dribbling, what can you do next?		I can say and recognise places in .town
4	Lesson 4: Performing the bass Be able to play a rock and roll bass line	LQ: What does the crucifixion of Jesus and his resurrection mean to Christians?	The children are going to enhance their understanding of attacking as a team. In small groups, 5v3 & progression into 4v4 shooting into a goal. LQ: When attacking how do we create opportunities to score?		I can ask 'where is?' and classify nouns (masculine and feminine).
5	Lesson 5: Rock and Roll performance Be able to play a rock and roll piece of music	LQ: Why is Diwali significant to Hindus?	The children are going to enhance their understanding of defending. In small groups, 5v2, then moving into 4v3 shooting into a goal. Can the children keep possession of the ball, whilst the defenders are trying to block/ intercept passes LQ: When defending what can we do to gain possession of the ball?		I can identify and name shops in Spanish.
6	Revisit aspects of the topic that need consolidation	LQ: What do Muslims celebrate at the end of Ramadan?	Enhancing team defending/ attacking, children will now play a 5v5 game in one goal, attacking team to use movement in order to create space and opportunities to shoot. Defending team to stay around the goal looking to block and intercept. LQ: What should we do as a team in order to create chances to shoot at the goal?		I can write my own Spanish Santa wish list letter.

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7	<p>Revisit aspects of the topic that need consolidation</p> <p>Assessment</p>	<p>LQ: Why do Jewish people celebrate the Pesach each year?</p>	<p>The children will move into 7v7 games and gain an understanding of how to play the game from an attacking perspective. LQ: Name 3 attacking rules?</p>		<p>End of unit assessment</p> <p>Create a mini-Spanish town for display</p>
End of Unit Assessment	<p>Video evidence of children performing the hand jive hand actions in sequence and in time with the music</p> <p>Sing in tune and perform their actions in time</p> <p>Play the notes of the walking bass in the correct sequence</p> <p>Independently play their part with some awareness of the other performers</p>	<p>End of unit assessment: What can we learn from celebrations and festivals?</p>	<p>Post assessment: children will play a game of Handball and compare performances from week 1 to week 6.</p>		<p>Check for learning: Can listen and respond accurately to a sequence of commands. Can communicate some simple commands to another person. Can recognise and read names of places in a town, and accurately match words to pictures. Can ask where something is and respond appropriately.</p>