**Learning Journey Overview Y4**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn 2019 | Spring 2020 | Summer 2020 |
| Whole School Theme | Explorers | Discoveries | Fantasy |
| Texts to lead learning | Brightstorm – Vashti Hardy  Survivors – David Long  Shackleton’s Journey – William Grill | Beowulf – Michael Morpurgo  Beowulf – Rosemary Sutcliffe  Beowulf – Kevin Crossley-Holland | How to Train your Dragon  Eragon |
| English  (planning circles) | Following Year 4 National Curriculum to cover reading, writing and EGPS | | |
| Mathematics | Following Year 4 National Curriculum | | |
| Science | Living things and Habitats  Forces (Y3) - magnets | Sound  Animals including humans-digestive system and teeth. | Electricity  States of matter |
| Working Scientifically | Record - Gather, record, classify and present data in a variety of ways to help in answering questions.  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. | Plan - Asking relevant questions and using different types of scientific enquiries to answer them.  Set up simple practical enquiries, comparative and fair tests. | Review – report on findings from enquiries, use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.  Identify differences, similarities, or changes related to simple scientific ideas and processes. |
| History | Ernest Shackleton and the race to the South Pole - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. | Vikings and Anglo-Saxons | Stone Age |
| Geography | Map work – finding and using use 8 figure compass and four figure grid references to identify features on a map  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic | UK geography – name and locate counties and cities and European countries. Research Anglo-saxons and Viking place names. | Fieldwork and making maps. |
| Art | ***Drawing and Painting –*** *seascapes – appreciation including Turner, Alvarez, Monet*  **Collage / Mixed Media**  *Cartography themed* | **Printing and textiles**  Viking /Anglo Saxon (craftspeople) symbols and designs | **Malleable Materials**  Dragons – clay  **Drawing and Painting**  Dragon illustration |
| D&T | Christmas crafts – clay wrens as Christmas decorations. | Making Viking canvass bag for learning journey books (textiles + printing)  Seasonality and making a seasonal vegetable stew | Designing and creating electrical dragon warning system. |
| Computing | Creating algorithms to make journeys | E Safety and responsibility online | Scratch – catch a dragon game. |
| Music (composers and genres) | Composer: Vivaldi  Creating group compositions about seasons and climates. | Richard Wagner  Creating sounds and playing as ensemble through sound topic in science. | John Williams – Composing a film score. |
| RE | How do Christians live their lives as disciples? | How and why do Muslim organisations help those in need? | What are the important events in a Jewish person’s life? |
| What is good news for Christians in the Christmas story? | What can we learn about Easter from the creative arts? | How Do Hindus Describe God? |
| PE | Hockey  Basketball  Swimming | Gymnastics  Football | Athletics  Striking and fielding |
| French | Where I live  Places in town  Directions  Dictionaries | Weather  School places  School objects | Time  School subjects  Numbers (2) |
| Rights of the child | Article 32  You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly | Article 27  You have the right to food, clothing, a safe place to live and to have your basic needs met | Article 28  You have the right to a good quality education. You should be encouraged to go to school to the highest level you can |
| Educational Visits | Explore school grounds for living things topic. | Viking workshop in school |  |