

Reconnection Curriculum Year 4

Year 4	Summer 1	Summer 2
Theme	<i>A Whole New World</i>	<i>Witches and Wizards</i>
Enrichment (including WOW days, activity passport and careers)	Alice in Wonderland dress up day and tea party, where children will watch the film and take part in different activities as if they were in Wonderland.	<p>Harry Potter themed day with a banquet style them.</p> <p style="color: green; text-align: center;">Activity day at the Frontier Centre</p>
Well being	<p>We have adapted the timetable to include regular movement breaks such as using 5-a-day and Just Dance.</p> <p>We will be working collaboratively and incorporating team building games into the curriculum. The children will also be completing mindfulness activities.</p>	<p>We have adapted the timetable to include regular movement breaks such as using 5-a-day and Just Dance.</p> <p>We will be working collaboratively and incorporating team building games into the curriculum. The children will also be completing mindfulness activities.</p>
English reading	<p>We shall be reading Alice's Adventures in Wonderland by Lewis Carroll. During guided reading children will focus on inference skills (reading in between the lines) and the language the author uses and its effect on the reader. Children will be performing a poem outside and taking part in a Caucus Race on the playground to immerse themselves into the text.</p> <p>Class text: Lion, the Witch and the Wardrobe. This shall be read to the children during any free moments of the day and specifically before home time. These sessions will take place outside on the grass – weather permitting.</p>	<p>We shall be reading Harry Potter and the Philosopher's Stone by JK Rowling during guided reading. These sessions will focus on quoting from the text and discussing the suspense that the author creates. Children will try human quoting outside and learn how to fly a broomstick to really become a wizard at Hogwarts.</p> <p>Class text: The Witches by Roald Dahl. This shall be read to the children during any free moments of the day and specifically before home time. These sessions will take place outside on the grass – weather permitting.</p>
English writing	<p>Following our Alice in Wonderland tea party, the children will be writing a recount of what they recall by putting the events in order and using a variety of sentence openers to up-level it.</p> <p>After this, children will write a persuasive argument trying to entice readers into the</p>	<p>We shall start the term, by writing a letter to Hogwarts. We will ensure we write in the first person and deciding between using formal and informal language. We will also plan in a particular layout following the rules of writing a letter.</p> <p>Following on from this, we shall be creating a Harry Potter potion. This will include making it and then</p>

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	<p>Wonderland. We shall be carefully planning this piece of writing ensuring we use facts, opinions, rhetorical questions and ambitious conjunctions. To help us plan, we shall be introducing the children to each character in an outdoors activity prior to a healthy debate about the safety of Wonderland.</p> <p>Further on in the term, we shall be writing an alternative ending to Alice’s Adventures in Wonderland including speech and a variety of new sentence types.</p> <p>Finally, children will be immersed into the story of a Midsummer Night’s Dream by Andrew Matthews. Children will learn about playscripts and how to write on. We shall then finish off with a performance outdoors.</p>	<p>writing a set of descriptive instructions for the young witches of Hogwarts to follow. The instructions will include a variety of imperative verbs, technical language, colons and finalising with a constructive closing statement.</p> <p>Finally, we shall be immersed in the story called The Apprentice Witch by James Nicol. We shall write an alternative problem and resolution for this text including modal verbs, new sentence types and recapping complex sentences.</p>
<p>Maths</p>	<p>Decimals - 3 weeks Money – 1 week Areas identified from gap analysis using NCETM tool</p> <p>The children will play a range of Active Maths activities. This will include musical statues outside, where children will answer decimal questions. Children will also play catching and throwing games whilst being asked decimal and fraction questions.</p>	<p>Shape Rounding</p> <p>Areas identified from gap analysis using NCETM tool</p> <p>The children will play a range of Active Maths activities. This will include children going on an outdoor hunt to find various 2D and 3D shapes.</p>
<p>Science</p>	<p>Solids, Liquids and Gases</p> <p>This ‘States of Matter’ unit will teach your class about the differences between solids, liquids and gases, classifying objects and identifying their properties. The children will work scientifically and collaboratively to investigate the weight of a gas. Furthermore, they</p>	<p>Living things, including humans (digestion and teeth)</p> <p>This unit focuses on the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs.</p>

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	<p>will have chance to find the ideal temperature to melt chocolate. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Finally, they will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages.</p> <p>Children will learn what viscosity means and how this relates to different liquids. They will use experiments with balloons to further explore the properties of solids, liquids and gases and recreate the heart using a balloon.</p> <p>Children will learn that vinegar <i>breaks down the calcium in the bones making them bendy.</i></p> <p style="color: green;">Children pretend to be particles and move around</p>	<p>Large scale digestive track created on the playground</p>
History	<p>Not this term</p> <p>History of Potions – stand alone lesson</p>	<p>Not this term</p>
Geography:		
Art	<p>Melting wax crayons Designing a perfume bottle Famous paintings Outdoor art gallery to discuss famous paintings</p>	<p>Digestive system t-shirts</p> <p>Large scale chalk digestive system on the playground</p>
DT	<p>Ice lollies- Enjoy your ice lollies out in the sunshine</p> <p>Making molecules out of marbles and clay (science link)</p> <p>Using vinegar and bones – science link</p> <p>Making bath bombs</p> <p>Making perfume bottles out of clay</p> <p>Making jam tarts</p>	<p>Alternative snack</p> <p>Dental impression</p> <p>Making the digestive system</p>
PE	<p>Athletics:</p>	<p>Rounders:</p>

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	<p>Children will learn new skills to be fully prepared for RPA sports day (restrictions allowing).</p> <ul style="list-style-type: none"> To develop children's ability to jump as far as they can! To develop pupil's knowledge of how they can use their body to maximise performance. To develop pupil's ability to hurdle effectively. To develop pupil's ability to Triple Jump effectively To develop pupil's ability to throw the Javelin effectively. To develop pupil's ability to run the 400m effectively. <p style="text-align: center;">Cricket:</p> <p>Children will learn how to play cricket by focusing on the fielding skills as well as learning how to bat correctly.</p> <ul style="list-style-type: none"> Develop children's co-ordination & ability to field effectively. Develop children's ability to hold & use that bat effectively. 	<p>Children will learn the correct rules for this game and will hopefully be building up to a year group game outside.</p> <ul style="list-style-type: none"> Develop children's co-ordination & ability to field & strike effectively. Develop children's understanding of the rules of Rounders. <p style="text-align: center;">Tennis:</p> <p>Children will learn how to play tennis and will build up to playing against one another in a Tennis Year 4 Tournament.</p> <ul style="list-style-type: none"> To develop children's knowledge of the rules of Tennis. To develop children's ability to grip the racket correctly. To develop children's ability to control the movement of a ball with a racket.
SMSCH	<p style="text-align: center;">Relationships</p> <p>Children will learn how to make friends, solve friendship problems, help others and show respect.</p>	<p style="text-align: center;">Changing Me</p> <p>Children will learn about changes their bodies may undergo and discuss and fears or concerns about these. They will learn that personal characteristics come from birth parents from the joining of the egg and sperm. They will reflect on changes they want to make next year.</p>
RE	<p>What is the best way for Jews to show their commitment to God?</p> <p>We are learning to understand how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p>	<p>Do people need to go to church to show they are Christians?</p> <p>We are learning to understand how important going to church is to show someone is a Christian. We shall hopefully be visiting St Mary's Church in Rushden.</p>

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Music	<p style="text-align: center;">Charanga – Blackbird</p> <p style="text-align: center;">Children will practise playing instruments outside. They will perform their ensembles to each other on the playground.</p>	<p style="text-align: center;">Charanga – Reflect, Rewind and Replay</p> <p style="text-align: center;">Children will practise playing instruments outside. They will perform their ensembles to each other on the playground.</p>
French	<p>Miss Macfarlane teaches the Year 4's to differentiate between feminine and masculine nouns. Children will continue to put sentences together with nouns and adjectives.</p>	<p>During summer 2, children will continue to put sentences together with nouns and adjectives.</p>
IT	<p>Multimedia</p> <p>In this unit, learners will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p> <p>Creating media – Audio editing Unit guide Learning graph Rubric Lesson 1 Digital recording Lesson 2 Recording sounds Lesson 3 Creating a podcast Lesson 4 Editing digital recordings Lesson 5 Combining audio Lesson 6 Evaluating podcasts</p>	<p>Digital Literacy</p> <p>In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p> <p>Creating media – Photo editing Unit guide Learning graph Rubric Lesson 1 Changing digital images Lesson 2 Changing the composition of images Lesson 3 Changing images for different uses Lesson 4 Retouching images Lesson 5 Fake images Lesson 6 Making and evaluating a publication</p> <p style="color: red;">Go on a 'ghost/witch' hunt in the playground to detect changes in light/ sound/ temperature to see if a witch/ wizard has been performing magic nearby.</p>

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	<p>Make a podcast/ radio show in groups. Talk about your thought on the most recent chapter of the book Alice and Wonderland and have students pretending to be Alice, Joanne, the evil Queen etc on the show giving their point of view. Have a list of prompt questions to talk about and any viewer call in questions.</p>	
<p>Computing unplugged activities/ fun group games</p>	<p>Extra unplugged/ outdoor activities that don't require a computer: https://www.barefootcomputing.org/resources/variables-unplugged-activity - English link https://www.barefootcomputing.org/resources/abstraction-unplugged-activity - Art link https://www.barefootcomputing.org/resources/decomposition-unplugged-activity-ks2 - Music and PE link https://www.barefootcomputing.org/resources/logical-reasoning-unplugged-activity - Maths link sudoku puzzles. https://www.barefootcomputing.org/resources/network-hunt-activity - Geography link https://www.barefootcomputing.org/resources/2d-shape-drawing-debugging - 2D shape Maths link https://www.barefootcomputing.org/resources/patterns-unplugged-reusing-recipes DT link</p>	