

## Journeys

<b>MAIN FOCUS: Manage learning and relationships confidently, maturely and more independently.</b>			
<b>Programme Of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice?/ASSESSMENT</b>
<p><b>PERSONAL DEVELOPMENT</b></p> <p><b>Practical tasks / independent learning skills:</b></p> <ul style="list-style-type: none"> <li>• Learn the layout of the classroom and where paper and other equipment is.</li> <li>• Learn to use the photocopier, trimmer, laminator.</li> <li>• Learn how to use, wash and put away art equipment.</li> <li>• Learn how to take out, use and put away laptops and iPads with care.</li> <li>• Learn daily routines and expectations.</li> <li>• Choose a productive task that will show learning or consolidation of a previously learnt skill.</li> <li>• When stuck or finished, know what could be done next.</li> <li>• Learn to use laptops and iPads carefully and productively.</li> </ul> <p><b>Personal goals:</b></p> <ul style="list-style-type: none"> <li>• Try new things when encouraged.</li> <li>• Enjoy working hard in a range of activities.</li> <li>• Reflect on how effort leads to success.</li> <li>• Focus on activities.</li> <li>• ‘Tune out’ some distractions.</li> <li>• Search for methods to help with concentration.</li> <li>• Develop areas of deep interest.</li> <li>• Keep trying after a first attempt.</li> <li>• Show some enthusiasm for the ideas of others.</li> <li>• Listen to others, showing attention.</li> <li>• Think of the effect of behaviour on others before acting.</li> <li>• Describe the points of view of others.</li> <li>• Find alternative ways if the first attempt does not work.</li> <li>• Bounce back after a disappointment or failure.</li> <li>• Show the ability to stick at an activity (or a club or interest).</li> </ul>	<p>Experience responsibility in blue class - duties, showing prospective parents around the school etc.</p> <p>Work with yellow class on team work and relationship activities to improve and embed friendships with peers.</p>	<ul style="list-style-type: none"> <li>• A more mature child able to cope with the demands and expectations of life in year 4.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in listening, empathising, perseverance and understanding.</li> <li>• Stability in friendships.</li> <li>• Children more able to manage conflict more independently.</li> <li>• Children happy to with one another regardless of age, gender, interests etc.</li> <li>• Self motivation.</li> <li>• A calm and productive classroom environment.</li> </ul>

## Journeys

<b>MAIN FOCUS : All About Me</b>			
<b>Programme Of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice?/ASSESSMENT</b>
<p><b>FRENCH</b> <b>Personal greetings, family and topic related vocabulary</b></p> <ul style="list-style-type: none"> <li>• Understand a range of spoken phrases.</li> <li>• Understand standard language (sometimes asking for words or phrases to be repeated).</li> <li>• Answer simple questions and give basic information.</li> <li>• Give responses to questions about everyday events.</li> <li>• Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.</li> </ul>	<p>Listen to native French speakers - video.</p> <p>Any native French speaking parents / families?</p>	<p>An all about me booklet.</p>	<p>Increasing confidence in speaking French .</p> <p>Ability to take part in simple, guided conversations.</p> <p>Some awareness of pronunciation.</p>

## Journeys

MAIN FOCUS: Anglo Saxon journeys - invaders or settlers?			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p><b>HISTORY</b></p> <p><b>To investigate and interpret the past:</b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><b>To understand chronology:</b></p> <ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul> <p><b>To communicate historically:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<p>Visit Chichester Cathedral - People on the Move workshops with red class 23<sup>rd</sup> September.</p>	<ul style="list-style-type: none"> <li>• Sketch maps of Anglo Saxon settlements.</li> <li>• Anglo Saxon style weaving.</li> <li>• Non-fiction report text about Anglo Saxons.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a timeline, refer to it and teach others how to use it.</li> <li>• Children able to effectively locate, understand and use information and research.</li> <li>• Children who can talk knowledgeably about the Anglo Saxons, including their place in chronology.</li> </ul>

## Journeys

<b>MAIN FOCUS: Watercolour techniques</b>			
<b>Programme Of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice?/ASSESSMENT</b>
<p><b>ART</b></p> <p><b>To develop ideas:</b></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul> <p><b>To master techniques:</b></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul> <p><u>Drawing:</u></p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> <p><u>Painting:</u></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul> <p><b>To take inspiration from the greats (classic and modern): Marc Chagall</b></p> <ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<p>Pallant House art gallery Chichester 23<sup>rd</sup> September.</p>	<p>A personal response to music; to Anglo Saxon storytelling.</p>	<p>Children have produced a piece of art work that uses sketching and watercolour techniques.</p>

## Journeys

<b>MAIN FOCUS: Exploring, rehearsing and performing together.</b>			
<b>Programme Of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice?/ASSESSMENT</b>
<p><b>MUSIC</b></p> <p><b>To describe music:</b></p> <ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</li> <li>• pulse</li> <li>• rhythm</li> <li>• dynamics</li> <li>• tempo</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul> <p><b>To perform:</b></p> <ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skilful playing (instrument).</li> </ul>	<p>Listen to and watch a variety of recorded and live music performances.</p> <p>Take part in weekly ukulele workshops.</p> <p>Perform songs in music assembly at the end of term.</p>	<p>A singing performance with instrumental elements.</p>	<p>Children can talk about musical likes and dislikes, justifying their opinions.</p> <p>Children with an awareness of rhythm who can keep a steady pulse when clapping, singing or playing.</p> <p>Increased confidence in singing and playing in groups and solo.</p>

## Journeys

<b>MAIN FOCUS: Sound and hearing</b>			
<b>Programme Of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice?/ASSESSMENT</b>
<p><b>SCIENCE</b></p> <p><b>To work scientifically:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions.</li> <li>• Set up simple practical enquiries and comparative and fair tests.</li> <li>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> <li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p>Practical experiments.</p>		<ul style="list-style-type: none"> <li>• Inquisitive children able to ask questions and then plan their own investigations based on those questions.</li> </ul>

## Journeys

<b>MAIN FOCUS: Invasion games</b>			
<b>Programme Of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice?/ASSESSMENT</b>
<p><b>PE</b></p> <p><b>To develop practical skills in order to participate, compete and lead a healthy lifestyle:</b></p> <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	<p>Watch some top level sporting video – football / hockey / netball.</p>	<p>Self-initiated and self-managed invasion games, played fairly and competitively.</p>	<p>A well-rounded sports person able to deal with loss and winning pragmatically (and treat those two imposters the same!).</p> <p>Improved hand-eye co-ordination and balance.</p> <p>Increased awareness of tactics.</p>

## Journeys

<b>MAIN FOCUS: Place value; four number operations</b>			
<b>Programme Of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice?/ASSESSMENT</b>
<p><b>MATHS</b></p> <ul style="list-style-type: none"> <li>• count in multiples of 6, 7, 9, 25 and 1000</li> <li>• find 1000 more or less than a given number</li> <li>• count backwards through zero to include negative numbers</li> <li>• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>• order and compare numbers beyond 1000</li> <li>• identify, represent and estimate numbers using different representations</li> <li>• round any number to the nearest 10, 100 or 1000</li> <li>• solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>• read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> <li>• Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</li> <li>• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</li> <li>• Find the area of rectilinear shapes by counting squares.</li> </ul>	<p>Experience maths across the curriculum - history timeline activity, planning for trips, timetables, calculating areas and perimeters for PE playing areas.</p>		<p>Children with increasing number sense and confidence.</p> <p>An ability to tackle a problem from more than one approach.</p> <p>Increasing perseverance.</p> <p>Children able to apply mathematical skills to practical situations.</p>



## Journeys

<b>MAIN FOCUS: Journeys and cultural diversity</b>			
<b>Programme Of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice?/ASSESSMENT</b>
<p><b>ENGLISH</b></p> <p><u>Texts:</u></p> <p>Journey on a Cloud - Veronique Massenot</p> <p>The Stolen Childhood (and Other Dark ...) – Carol Ann Duffy</p> <p>Waiting for Anya – Michael Morpurgo</p> <p>Oranges in No Man’s Land – Elizabeth Laird</p> <p>Danger by Moonlight – Jamila Gavin</p> <p>Home is a Place Called Nowhere – Leon Rosselson</p> <p>Christophe’s Story – Nicki Cornwell</p> <p><u>Poetry:</u></p> <p>Faber Book of Children’s Verse</p> <p>We Are Britain – Benjamin Zephaniah</p>	<ul style="list-style-type: none"> <li>• Drama activities to help shape writing.</li> <li>• Read and analyse a range of poems.</li> <li>• Work collaboratively.</li> <li>• Plan a poem in the style of one they have read.</li> <li>• Edit and redraft their own work.</li> </ul>	<p>Write own children’s story set with an adversity / journey theme.</p> <p>Write a poem about what makes the children the people they are.</p>	<p>A reader with an interest in this genre and style of writing with a willingness to find and engage with similar stories.</p> <p>A writer who has developed an imagination, personal style appropriate to the task able to use writing devices such as 1<sup>st</sup> person and flashbacks.</p> <p>Can the children’s writing truly provoke emotion in the reader?</p>