

# Learning Adventure Overview Year 4

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Lava Land</b>	<b>Shake and Quake</b>	<b>I came, I saw, I conquered.</b>	<b>I came, I saw, I conquered.</b>	<b>History Detectives - Cool Stuff Around Us</b>	<b>From Piano to Percussion</b>
<p>Stunning Start: (Virtual) visit by a volcanologist</p> <p>Marvellous Middle: Art week resulting in a display of Mexican art/tesxtiles</p> <p>Electrical Board Game Session with Parents</p>	<p>Stunning Start: Volcanic eruption</p> <p>Marvellous Middle: RE Big Thinking Days</p> <p>Fabulous Finish: Carol Concert</p>	<p>Stunning Start: Trip to Fishbourne</p> <p>Marvellous Middle: Archaeological dig</p> <p>Fabulous Finish: Design and Shine</p>	<p>Stunning Start: Hands on History</p> <p>Marvellous Middle: Roman Day</p> <p>Fabulous Finish: Dance</p>	<p>Stunning Start: Online Live lesson - Lewes Castle</p> <p>Marvellous Middle: Outdoor Learning trip to Pevensey Castle</p> <p>Fabulous Finish: Design and Shine</p>	<p>Stunning Start: trip to Glyndebourne</p> <p>Marvellous Middle: RE Big Thinking</p> <p>Fabulous Finish: The Secret Garden</p>
<p>The Pebble in My Pocket</p>	<p>Earthquake Terror</p>	<p>Avoid Being a Roman Soldier</p>	<p>Avoid Being a Roman Soldier</p>	<p>Evie's Garden</p>	<p>The Mozart Question</p>

## Writing

Writing in Year 4 is based upon the term's learning adventure wherever possible, and is therefore often driven by the related core text. However, writing planning may also result from topical events and real-life experiences and therefore, genres covered and writing outcomes change year on year.

We use an 'Effective Writing Sequences' document - developed by Swale senior English leaders and used across all Swale primary schools in Eastbourne - which is mapped closely to the writing composition and vocabulary, grammar and punctuation requirements of the National Curriculum. This document is structured according to specific writing genres and determines a series of lessons, all of which follow the same sequence: text analysis based upon a good example; a series of skills-based scaffolding lessons; drafting; editing and finally redrafting.

In Year 4, children may write according to any of the following genres: descriptive pieces, narrative, poetry, instructions, recounts or information texts.

# Reading



Vocabulary   Inference   Prediction   Explanation   Retrieval   Sequence

5 minutes {

**Starter: Tier 2 Vocabulary**  
 Introduction of a new tier 2 vocabulary word, taken from that day's text.  
 The word is defined, presented in context and then explored further (for example by looking at associated grammatical rules, images and drama).

5-10 minutes {  
 (The order of these may swap.)

**Reading Extract:**  
 Introduce extract (one per child).  
 Read together: Text-marking (year group dependent)  
 Teacher-led

- Pupil-led
- Read to partner
- Choral
- Echo
- Jump
- Small group
- Whisper etc.

Suggested structure for text choice (teachers ensure a balance of genres):

<b>Week 1:</b> Fiction	<b>Week 2:</b> Non-Fiction	<b>Week 3:</b> Poetry
<b>Week 4:</b> Fiction	<b>Week 5:</b> Non-Fiction	<b>Week 6:</b> Poetry

**Skimming or scanning activities:**  
 Skimming - Looking at the extract quickly in order to have a general idea of the content.  
 Scanning - Looking at a text to find a particular word, group of words or piece of information.

15-20 minutes {

**Comprehension questions:**  
 Completed on whiteboards or paper template (year-group dependent).  
**VIPERS** questions related to extract, the first of which will always be a vocabulary question based upon that day's Tier 2 word.

Year 1 Progression in Comprehension Teaching	
<b>Term 1</b>	<ul style="list-style-type: none"> <li>• One-to-one reading with children.</li> </ul>
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• Reading activities including the use of audio stations.</li> </ul>
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• VIPERS 3x per week.               <ul style="list-style-type: none"> <li>◦ Completed orally only.</li> </ul> </li> </ul>
<b>Term 4</b>	<ul style="list-style-type: none"> <li>• VIPERS 3x per week.               <ul style="list-style-type: none"> <li>◦ Responses on whiteboards only.</li> </ul> </li> <li>• Green banded books are used for this term's texts to align with phonic expectations.</li> </ul>
<b>Term 5</b>	<ul style="list-style-type: none"> <li>• VIPERS 3x per week.               <ul style="list-style-type: none"> <li>◦ Written responses on template sheets.</li> </ul> </li> <li>• Orange banded books are used for this term's texts to align with phonic expectations.</li> </ul>
<b>Term 6</b>	<ul style="list-style-type: none"> <li>• VIPERS 3x per week.               <ul style="list-style-type: none"> <li>◦ Written responses on template sheets.</li> </ul> </li> <li>• Free text choice (core text / class story etc.)</li> </ul>

## Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number- Place Value		Number- Addition, Subtraction, Multiplication and Division				Fractions				Geometry- Position and Direction	Consolidation
Spring	Number- Decimals		Number- Percentages		Number- Algebra		Measurement Converting units	Measurement Perimeter, Area and Volume		Number- Ratio		Consolidation
Summer	Geometry- Properties of Shapes		Problem solving			Statistics		Investigations				Consolidation

The order in which maths topics are covered is subject to change this year and will be based upon catch-up needs identified as result of last year's school closures.

## Science

### Working Scientifically

Electricity	States of matter	Animals including Humans (Part 1)	Animals including Humans (Part 2)	Sound	Living thing and their Habitats
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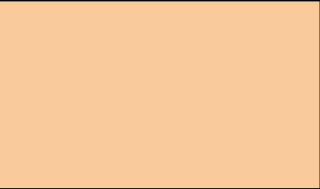
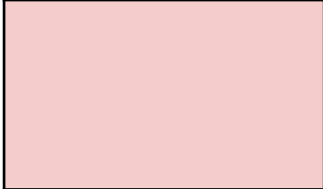
### Computing

Information Technology	Computer Science 1	Electronic safety	Data handling	Computer Science 2	Digital Creator
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Geography					
Lava Land Geography: Volcanoes	Shake and Quake Geography: Earthquakes				
History					
		I came, I saw, I conquered. History: Romans in Britain	I came, I saw, I conquered. History: Romans in Britain	History Detectives - Cool Stuff Around Us History: Local Area Study	
PSHE					
Being Me in My World	Celebrating Difference	Celebrating Difference	Dreams & Goals	Changing me	Healthy Me
Art					
Textiles	Artist Study FridaKahlo	Drawing	Painting	Printing	3D form
Design & Technology					
Electrical Systems Simple circuits and switches (including programming and control)		Textiles – 2D shapes to 3D products. Most appropriate techniques to decorate		Structures - Shell structures (including computer aided design)	

RE					
	<b>Christmas and Hinduism</b>		<b>Christianity and Easter</b>		<b>Hinduism</b>
PE					
Football	Tag Rugby	Quick cricket	Gymnastics	Basketball	Athletics
Music					
Improvising/Composing	Listening and singing performance for Christmas	Improvising/Composing	Listening	Listening	Singing
Outdoor Learning					
Geology	Soils	Mapping	Roman Road Building	Gardening	Music with Nature
Spanish					
All About Me	Happy Birthday	Portraits	In the Classroom	Heads, Shoulders, Knees and Toes	Tell Me a Story Yucky Yummy

Visits and Visitors



Visit to Fishbourne



Visit to *Glyndebourne*