Year: 4 Term: Spring 1 Topic: A Matter of Change

Planned Curriculum Content

Literacy - *See the Long and Medium Term Planning for specific planned content.*
Texts: The Iron Man – Non-fiction texts
Writing Styles and Genres
Instructions, explanations, newspaper reports and narrative

Maths
White Rose Unit: Multiplication and Division
White Rose Unit: Fractions

See the Long Term Plan for detailed small steps which set out the specific planned content.

Science:
The children will learn to:

Compare and group materials together, according to whether they are solids, liquids or gases. • 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions.

Subject: Design Technology
The children will learn to:

Evaluate a range of existing products (soups) – Brief Look at materials used and consider reasons why. *Market Research – Questionnaires *Design products - understand and apply the principles of a healthy and varied diet/ *FPTs – Developing skills such as peeling, chopping (Peel and chop carrots for a healthy break time snack). *In groups make soups according to design brief *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. *Possibly design suitable packaging and consider reasons why.

Specific Planned Content Across The Curriculum

In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:

P.E. – Spiral (Weeks 14→)
Music - Music Tutor
RE - Leeds Agreed Syllabus – Unit: 2
PSHE - You, Me and PSHE - Unit: Keeping Safe and Managing Risk
Computing – Purple Mash – Unit: E-safety and Spreadsheets

Subject: Geography
The children will learn to:

Identify similarities and differences between England and Hawaii (a nonvolcanic and volcanic area).

Describe what a volcano is and know some facts, such as the height and age of some of the world's most famous volcanoes.

Explain why a volcano erupts and know that ash, gas, lava and rocks are released when a volcano erupts.

Know what tectonic plates are and that most world's volcanoes are found at the boundaries of tectonic plates.

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Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Rule of Law and Justice This will be shared by SLT and a whole school focus through assemblies, circle/ discussion times	Science Knowledge Organiser To know the three states of matter To explain the change in state during melting and freezing To understand and explain evaporation and condensation To know and explain the water cycle	Ted Hughes – to take inspiration from the work of Ted Hughes and apply these skills in our own writing. Delia Smith – look at a series of recipes from Delia Smith and use these as inspiration in planning our own soups.	Examine the faiths that are shared within our community. Consider the importance of these faiths to the communities they serve.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
• Compare and group materials together, according to whether they are solids, liquids or gases. • 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. •	Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions

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Art and Design: Threshold Concepts		
Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:
• n/a	• n/a	• n/a
Computing: Threshold Concepts		
Computer Science:	Information Technology:	Digital Literacy:
• n/a	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact. Have a good understanding of the online safety rules we learn at school.
Design and Technology: Threshold Concepts		
n/a		
Design, make, evaluate and improve: • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluatin	Identify some of the great designers in all of the areas of study to generate ideas for designs. • Improve upon existing designs, giving reasons for choices	• Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)
Geography: Threshold Concepts		
Investigate Places:	Investigate Patterns:	Communicate Geographically:
• • I know that the equator separates the Northern and Southern Hemispheres. • I know that the capital of Hawaii is Honolulu.	• I can describe what a volcano is. • I know some facts, such as the height and age of some of the world's most famous volcanoes. • I can explain why a volcano erupts. • I know that ash, gas, lava and rocks are released when a volcano erupts. • I can explain	• I can locate volcanoes on a world map. • I can use a key to label the world's tectonic plates on a map. • I can name countries and continents that sit on different tectonic plates.

	how a volcano eruption affects the local people and environment. • I know some of the strategies put in place to help people survive when they are near a volcano eruption. • I can explain the difference between a composite, shield and dome volcano. • I can explain the different between a dormant, active and extinct volcano. • I know what tectonic plates are. • I know that most world's volcanoes are found at the boundaries of tectonic plates. • I know that the 'ring' of fire' is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur. • I know that minerals, fertile soil, geothermal energy and tourism are some of the reasons why people choose to live near volcanoes. • I can identify some of the animals and plants that live in volcanic areas. • I can describe some of the human and physical features of Hawaii, a volcanic area. • I can carry out my own research about a particular volcano.	

History: Threshold Concepts

Investigate and interpret the past:	**Build an overview of world history:**	**Understand chronology:**	**Communicate historically:**

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• Artefacts	• 	• Main events	• Vocabulary

Languages (French): Threshold Concepts					
n/a					
n/a					
Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
•	•	•	•	•	•

PE: Threshold Concepts (Highlight focus areas for Half Term)		
KS1		
Agility	Balance	Co-ordination
Body Awareness Dodging and Evading Flexibility and Movement Reaction Rotation Travelling	Balancing Equipment Dynamic Balance Generating Force Through Transfer of Weight Points of Contact Static Balance Understanding Base	Combination of Skills Differentiating Force Organising Limbs Receiving Sending Timing
KS2		
Cognitive	Manipulation	Physical

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Anticipation Evaluation Peer Mentoring Tactical Variation Team Work Understanding Rules	Accuracy Dribbling Fielding and Catching Passing Shooting Striking	Agility Control Physical Processing Power Speed Strength

PHSE: Threshold Concepts

Theme: Keeping safe and Managing risk

Pupils learn how to be safe in their computer gaming habits • know about the age rating / classification system and understand why some games are not appropriate for children to play • can evaluate whether a computer game is suitable for them to play and explain why • are able to share opinions about computer games Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks. Pupils learn about what to do in an emergency and basic emergency first aid procedures • are able to assess what to do in an emergency • can carry out some simple first aid procedures for different needs • can demonstrate how to ask for help from a range of emergency services

RE: Faiths shared in our communities

Pupils working *towards* the age-related expectations for their year group will be able to:	Pupils working *at* the age-related expectations (ARE) for this year group will be able to:	Pupils who are *deepening and widening* their knowledge and understanding will be able to:
	Explore and describe ways beliefs and values are expressed in different religions through symbols and actions Give examples of ways in which people show they belong Explain why belonging to a community may be valuable but also challenging.	