

Y4 Autumn : Extreme Earth - Planning overview/sequential learning grid

Subject driver: Science

Text:

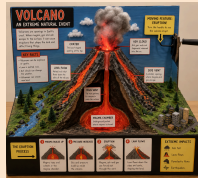


Non Fiction text:



Big question: What Makes Nature So Powerful?

	02.09.26 3 day week	07.09.26	14.09.26	21.09.26	28.09.26	05.10.26	12.10.26	19.10.26		02.11.26	09.11.26	16.11.26	23.11.26	30.11.26	07.12.26	14.12.26
Literacy	Explanation How Does the Water Cycle Work? Incidental outcome: Cloud spotting identification guide			Poetry Journey of a water droplet		Narrative - The Weather Weaver Character description/Setting description different perspective Independent write: Either a character or setting description to fit within wider story writing.				Non Chronological Report What are extreme natural events? (Earthquakes, Volcanoes, Tsunamis,, Floods, Wildfires) Independent write: Tornadoes paragraph			Narrative Dialogue > Extreme Natural Event Warning		Instructional Writing 'How to' guide for warning system > what to do when the system sounds	
Maths	Number: Place Value	Number: Place Value	Number: Place Value	Number: Place Value	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction		Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus	Number: Multiplication and Division including tables focus
Science	States of matter: <i>Water cycle</i> LO: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. LO: Identify what evaporation is. Weather map clouds > water cycle Suggested outcome: Water cycle bag 	States of matter: <i>Water cycle</i> LO: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. LO: Identify what condensation is. Suggested outcome: Glossary of terms 	States of matter: <i>Water cycle</i> LO: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. LO: How both work together in the water cycle and how temperature changes evaporation Suggested outcome: Labelled diagram	States of matter: <i>Changing state</i> LO: compare and group materials together, according to whether they are solids, liquids or gases Suggested outcome: Drama 	States of matter: <i>Changing state</i> LO: observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius Suggested outcome: Various melting and cooling activities e.g. chocolate, wax, ice etc 	Sound LO: identify how sounds are made, associating some of them with something vibrating Suggested outcome: Thunder Creation Diagram 	Sound LO: recognise that vibrations from sounds travel through a medium to the ear Suggested outcome: Thunder Travel Explanation Strip	Sound LO: find patterns between the pitch of a sound and features of the object that produced it Suggested outcome: Thunder Pitch Investigation 		Sound LO: find patterns between the volume of a sound and the strength of the vibrations that produced it Suggested outcome: Thunder Volume Report	Sound LO: recognise that sounds get fainter as the distance from the sound source increases Suggested outcome: Storm Distance Investigation 	Electricity LO: Identify common appliances that run on electricity Suggested outcome: How would you group these electrical devices based on where the electricity comes from?	Electricity LO: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Suggested outcome: Labelled diagram / skitch diagram (iPad) 	Electricity LO: Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery LO: Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Suggested outcome: -Circuit cards. Reason and explore complete / incomplete circuits. 	Electricity LO: To explore how static electricity works and explain how lightning is a natural example of electricity LO: Recognise some common conductors and insulators, and associate metals with being good conductors Suggested outcome: Extreme earth scientists (video outcome?) What is lightning? How can you stay safe in an electrical storm (linked to insulating materials) 	Electricity LO: know the difference between a conductor and an insulator and giving examples of each. LO: Safety when using electricity
ICT	E- Safety LO:To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy. Suggested Outcome: Chn annotate search results across various platforms to explain the accuracy	Computer systems and networks/ key skills LO: To understand that software can be used to work online collaboratively. Suggested Outcome: Create rules for collaborative working	Computer systems and networks/ key skills LO:To understand how to contribute to someone else's work effectively. Suggested Outcome: Comment with suggestions on each others learning - annotate screen shot of how this made collaborating easier		Computer systems and networks/ key skills LO: To understand how to create effective presentations. Suggested Outcome: Link to Geography Create a shared outcome		Computer systems and networks/ key skills LO: To understand how to create and share Google Forms. Suggested Outcome: Create a google form to collect data on Earthquakes (comparing Richter scale scores)	Computer systems and networks/ key skills LO :To understand how to use a shared spreadsheet to explore data. Suggested Outcome: Spreadsheet of data from previous google form with conditional formatting applied		E- Safety LO: Describe some of the methods used to encourage people to buy things online. Suggested Outcome: Scenario cards to show how people are encouraged to buy online - pic collage	Programming and algorithms LO:To recall the key features of Scratch. Suggested Outcome: Screenshot of completed script - to annotate what their script does to the sprite.	Programming and algorithms LO To understand how a Scratch game works by using decomposition to identify key features.	Programming and algorithms LO To recognise what a variable is. Suggested Outcome: Pic collage of tinkering in Scratch to modify code given to add variables	Programming and algorithms LO To understand how to make a variable in Scratch Suggested Outcome: Volcano game/ interactive volcano quiz?		
History							Continuity and Change LO: To investigate how the recording of earthquakes has changed over time. Suggested outcome: Compare two significant earthquakes from different historical times to compare and consider what has changed over time?									
Geog	Human and Physical LO: To identify the layers of the Earth and explain what tectonic plates are.	Human and Physical LO: To identify the layers of the Earth and explain how tectonic plates		Locational Knowledge LO: To locate the world's major tectonic hazard zones using lines of			Geography skills and fieldwork LO: To use digital maps and spreadsheets to			Geography skills and fieldwork LO: To use atlases, digital maps and tectonic plate maps to			Locational Knowledge LO: To locate countries most affected by earthquakes and volcanoes and describe		Geography skills and fieldwork LO: To use four- and six-figure grid references to locate geographical	

	Suggested outcome: Geog STEM challenge = Vibrating plates - lego - Earthquakes Egg analogy?	cause earthquakes, volcanoes and mountain formation. Suggested outcome: Labelled diagram of the Earth's structure with a written explanation or storyboard showing how plate movement creates hazards. Flip book? Purple mash?		latitude and longitude and explain why many hazards occur there. Suggested outcome: Annotated world map identifying the Ring of Fire and other hazard zones with simple explanations. Use coloured tape to show equator, tropics etc (as appropriate)			record, analyse and present information about earthquakes and volcanoes. Suggested outcome: Produce a digital hazard map alongside a spreadsheet containing earthquake data and generate graphs to identify patterns.			Identify where earthquakes and volcanoes occur. Suggested outcome: Annotated digital or paper map showing tectonic plates, volcanoes and earthquake distribution.			their location using continents and hemispheres. Suggested outcome: Atlas/map activity with labelled countries (e.g. Japan, Iceland, Indonesia, Nepal, Haiti, Chile). Skitch - dropping pins on a map? Stretch - add names and famous events/dates		features and settlements at risk from hazards. Suggested outcome: Grid references on acetate Labelling and interpreting												
DT			Design and make a tabletop model that demonstrates an extreme natural event (volcano, flood, tsunami or earthquake) using moving features, stable structures and informative labels. LO: To investigate how interactive exhibition models are designed and constructed. Suggested outcome: Research page identifying useful design features.		LO: To investigate ways of strengthening structures and joining materials effectively. Suggested outcome: Which joins and structures are strongest?		LO: To design a disaster exhibition model that includes a moving feature. Suggested outcome: Labelled design.		LO: To construct a model using suitable tools and techniques. Suggested outcome: Piccollage of construction journey		LO: To incorporate a more complex moving mechanism (e.g. slider, lever, wheel or pop-up feature). Suggested outcome: final piece 			LO: To evaluate a finished product and identify improvements. Suggested outcome: Evaluation													
Art		Sketchbook LO: Thread a needle independently. LO: Use a running and back stitch. LO: Apply colour by printing and using fabric crayons/ paints. Suggested outcome: sample stitches and printing techniques practising techniques		Sketchbook LO: To plan my design taking inspiration from artwork studied and resources explored. LO: Express likes and dislikes through annotations Suggested outcome: Annotated research of artwork of chosen event. Annotated plan of final piece with samples of chosen fabrics.		Sewing LO: Apply using running and back stitch skills to create a piece of art		Sewing LO: Change and modify threads and fabrics. LO: Apply decoration using needle and thread: buttons, Sequins. LO: Apply colour by printing and using fabric crayons/ paints.		Sewing LO: Change and modify threads and fabrics. LO: Apply decoration using needle and thread: buttons, Sequins. LO: Apply colour by printing and using fabric crayons/ paints.		Sewing LO: review own work expressing thoughts and feelings and identify modifications/ changes and see how they can be developed further. Suggested outcome: Photo and evaluation 		Printing LO: Increase awareness of mono and relief printing. Suggested outcome: folder cover 	Printing LO: Create repeating patterns. LO: Increase awareness of mono and relief printing. Suggested outcome: Christmas card 												
PE	Football LO: To develop the attacking skill of dribbling. https://pe.getset4education.co.uk/lesson/ks2/football/12?years=1002,1003	Football LO: To develop changing direction and speed when dribbling. https://pe.getset4education.co.uk/lesson/ks2/football/2?years=1002,1003	Football LO: To develop passing and begin to recognise when to use different skills. https://pe.getset4education.co.uk/lesson/ks2/football/3?years=1002,1003	Football LO: To apply attacking skills to move towards a goal. https://pe.getset4education.co.uk/lesson/ks2/football/4?years=1002,1003	Football LO: To use defending skills to delay an opponent and gain possession. https://pe.getset4education.co.uk/lesson/ks2/football/5?years=1002,1003	Football LO: To apply skills and knowledge to compete in a tournament. https://pe.getset4education.co.uk/lesson/ks2/football/6?years=1002,1003	Dance THEME: The Spy LO: To copy and create actions in response to an idea and be able to adapt this using changes of space. https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003	Dance THEME: The Spy LO: To choose actions which relate to the theme https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003	Dance THEME: The Spy LO: To develop a dance using matching and mirroring https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003	Dance THEME: Carnival LO:To learn and create dance moves in the theme of carnival https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003	Dance THEME: Carnival LO: To develop a carnival dance using formations, canon and unison https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003	Dance THEME: Carnival LO To develop a dance phrase and perform as part of a class performance. https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1003															
Music	L.O. To sing individually at pitch (so/mi/la/do/re) L.O. To perform to rhythm L.O. To maintain own part in rounds/canons with increasing accuracy and confidence							L.O. To sing individually at pitch (so/mi/la/do/re) L.O. To improvise melodic answers to teacher "questions", using so/mi/la and ending on do (Y4) L.O. To perform to rhythm L.O. To maintain own part in rounds/canons with increasing accuracy and confidence							Suggested outcome: Play Ding dong Perform the too rhythm as part of This Old Man		Suggested outcome: Sing First You Make Your Fingers Click in canon		Suggested outcome: Recap so, mi and do positions on the stave with Pease Pudding Hot		Suggested outcome: Practise fluency performing rhythms with the turning the rhythm cards game Play the forbidden rhythm game		Suggested outcome: Play name that tune, recognising the melody of a song from the stave Play the Ritsch Ratsch cup game, using rhythm cards		Suggested outcome Play Show me a sign using the melody of Rocky Mountain, practising do mi and so		Suggested outcome Recap and assess by: Singing a song from the stave using do, mi and so handsigns Watch the children perform rhythms including too with the Swing a Lady Uptom game

[illegible]