


Science		History – Birmingham and its place in the history of transport		Geography	
Working scientifically		Key Theme: Legacy			
Concept	Knowledge	Concepts	Knowledge	Place	Knowledge
<p><b>Taps:</b> Animal keys</p> <p><b>Plan:</b> A variety of questions</p> <p><b>Do:</b> Classifying data in a variety of ways to help in answering questions</p> <p><b>Record:</b> Using a branching data base</p> <p><b>Evaluate:</b> How effective was the data base to classify the animals?</p>	<p><b>Living things and their habitats</b></p> <p>Can you group living things according to specific characteristics?</p> <p>How do you use a key to identify local plants and animals?</p> <p>Can I identify plants and animals in the local area and group them by specified characteristics?</p> <p>Can I use secondary sources to aid identification?</p> <p>What environmental changes can pose dangers to living things?</p> <p>What ways can we protect living things and the environment?</p>	<p><b>Significant events and people</b></p>	Who were influential figures in transport in Birmingham? (e.g. Herbert Austin, James Lansdowne Norton) Why is Longbridge a significant local area?		What is the significance of the Cofton Hackett/Longbridge area of Birmingham? Can I use maps to identify the changes?
		<p><b>Context and chronology</b></p>	Can I place changes in transport on a timeline?	<b>Location</b>	Can I locate Birmingham on a map?
		<p><b>Similarity and difference</b></p>		<p><b>Geographical skills and field work</b></p>	<p>Ask and respond to questions and offer their own ideas</p> <p>Use books, pictures, internet, atlases, satellite images and aerial photographs as sources of information</p> <p>Investigate places at more than one scale</p> <p>Collect and record evidence, draw conclusions and make comparisons</p> <p>Begin to use 8 compass points</p> <p>Follow a route on a large scale map</p> <p>Make a map of a route Begin to recognise symbols on an OS map</p>
		<p><b>Continuity and Change</b></p>	How has transport in Birmingham changed over time?		
<p><b>Vocabulary</b></p> <p>Water cycle</p>	<p>Materials</p> <p>Heating</p> <p>Cooling</p> <p>Evaporation</p> <p>condensation</p>	<p><b>Cause and Effect</b></p>	What effect has the history of transport had on Birmingham (and Vice Versa)?	<b>Environment</b>	What impact has/will these changes have on the environment?
		<p><b>Historical enquiry</b></p>	Field Work as a form of research	<b>Physical and human processes</b>	How has the area changed over time from a geographical point of view? What were the key geographical human and physical features of the area; how and why has this changed? Can I record these changes using graphs and digital technology?
		<p><b>Vocabulary</b></p>	Canal, tram, car Production, Rover, Mini, Longbridge, Selly Oak, Herbert Austin, James Lansdowne-Norton	<b>Vocabulary</b>	Cofton Hackett, Longbridge, graphs, digital technology, impact, environment, geographical and physical features

Art and Design	
<b>Artist/s</b>	Botanical illustrations
<b>Area of Study/activities</b>	<p><b>Visual:</b> Observe flora and fauna in the local environment. Look at botanical illustrations by a variety of artists.</p> <p><b>Technical:</b> Sketch chosen flora/fauna from the local environment. Use different grades of pencils to show line, tone and texture. Sketch lightly</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture</p> <p><b>Personal and conceptual:</b></p> <p>Share and discuss ideas to improve with a partner</p>
<b>Vocabulary</b>	Sketch, line, light, shadow, cross hatching, tone, illustrations
<b>Art form</b>	Drawing/sketching



**Year 4**

**Theme 4**

**How did you travel here?**

Music (Charanga)	
<b>Charanga</b>	<b>Theme 4</b>
<b>Title</b>	Flute Step 7/8
<b>Style</b>	Instrument tuition from Services for Education
<b>Performance</b>	Flute concert

Design and Technology		Religious Education		MFL - French		PSHEC & Relationships		Computing					
Area	NA	Disposition	Content	<p align="center"><b>Gramacri French</b></p> <p align="center"><b>Unit 9/10</b></p> <p align="center"><b>Clothes and Stories</b></p> <p align="center"><b>Daily Routines</b></p> <p align="center"><b>Revision and Games</b></p> <p align="center"><b>(See Gramacri planning for further information)</b></p>		Concepts	Knowledge	Skills	Knowledge				
Brief	NA	Being temperate, self-disciplined and seeking contentment	The life of a historic person in relation to their religious views			<p align="center"><b>Risk and safety</b></p> <p align="center"><b>Rights and responsibilities</b></p> <p align="center"><b>Economic well being</b></p> <p align="center"><b>Vocabulary</b></p>	<p>Making choices – wellbeing, safety</p> <p>Know when they should keep secrets and promises and when to tell someone</p> <p>Discuss medicines and their use to combat illness and the potential risks</p> <p>Understand the impact humans have on their environment.</p> <p>Enterprise week</p>	<p>To use a digital device to collect data automatically.</p> <p>To choose an appropriate timeframe when collecting data automatically.</p> <p>To use a set of logged data to find information.</p> <p>To use a computer program to sort data by one attribute.</p> <p>To export information in different formats.</p>	<p>To suggest questions that can be answered using a table of data.</p> <p>To identify data that can be logged over time.</p> <p>To identify that sensors are input devices.</p> <p>To recognise that a sensor can be used as an input device for data collection.</p> <p>To explain that a sata logger captures 'data points' from sensors over time.</p>				
Research	NA												
Design	NA	Being imaginative and exploratory - appreciating beauty	Diversity and uniqueness of the natural world The Big Bang theory Intelligent design theory Creation stories  (See Birmingham Agreed Syllabus for lesson planning)							<p><b>Rights and responsibilities</b></p> <p><b>Economic well being</b></p>	<p>Wellbeing</p> <p>Safety</p> <p>Environment</p> <p>pollution</p>	<p><b>Vocab</b></p> <p>Sensor</p> <p>Logger</p> <p>Interval</p> <p>Analyse</p> <p>Dataset</p> <p>Collection</p> <p>Review</p> <p>Conclusion</p>	<p><b>Key Concepts</b></p> <p>Patterns</p> <p>Evaluation</p> <p>Collaborating</p>
Create	NA												
Evaluate	NA												
Vocabulary	NA												

English						Maths	
Key Text	Linked Texts	Outcomes	Speaking and listening	Genre	Purpose /Audience		
Around the World in 80 Days Jules Verne	David Copperfield Charles Dickens in Bob Cox: A Home for David	Write an adventure tale linked to travel with suspense/danger.  TOOLKIT: Suspense	Freeze frame image linked to journey that could be included in the final version. e.g. A moment of terror A moment of grief Explain choices and magpie for working wall to include in own writing.	Fiction	Writing to Entertain  Parents	<p><b>Measurement – Money</b></p> <p>Write money using decimals</p> <p>Convert between pounds and pence</p> <p>Compare amounts of money</p> <p>Estimate with money</p> <p>Calculate with money</p> <p>Solve problems with money</p> <p><b>Measurement – Time</b></p> <p>Years, months, weeks and days</p> <p>Hours, minutes and seconds</p> <p>Convert between analogue and digital times</p> <p>Convert to the 24-hour clock</p> <p>Convert from the 24-hour clock</p> <p><b>Geometry – Shape</b></p> <p>Understand angles as turns</p> <p>Identify angles</p>	

Wind in the Willows Kenneth Grahame	Car adverts for superlative and other persuasive language  Grammarsaurus WAGOLL	Invent, design, draw and advertise a new car/mode of transport that would be suitable for Mole.  This can be written up in books, typed or filmed. Drafts should be in books	Salesman. Can you persuade people to do something? Explore types of persuasion: flattery, threat and bribery. Which is most effective?	Non-fiction	Writing to Persuade  Top Gear car magazine.	<p>Compare and order angles Triangles Quadrilaterals Polygons Lines of symmetry Complete a symmetric figure</p> <p><b>Statistics</b> Interpret charts Comparison, sum and difference Interpret line graphs Draw line graphs</p> <p><b>Geometry – Position and Direction</b> Describe position using coordinates Plot coordinates Draw 2-D shapes on a grid Translate on a grid Describe translation on a grid</p>
Variety of Non-chron books from library	WAGOLLS  Grammarsaurus Previous non-chron work	Write a double page spread non-chron on Herbert Austin/ James Norton and the contribution made to the local area.	Professor Know it All. 2 minutes with a partner to recall the most facts to put in the non-chron. Speak aloud with clarity and confidence.	Non-fiction	Writing to Inform  Transport Museum, Gaydon	
<b>Grammar</b>	Groups of 3, Rhetorical questions. Superlatives, Emotive language Short sentences, Dialogue Similes/metaphor Repetition to persuade Comparative and Superlative adjectives Correctly punctuated fronted adverbials, paragraphs around a theme, apostrophe for possession					
<b>Punctuation</b>	Apostrophes to mark singular and plural possession Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause					
<b>Spellings</b>	Summer 1 and 2 Purple Mash spelling scheme					