

The Journey

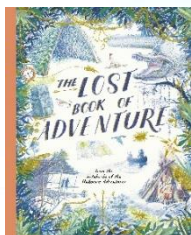
Throughout our learning journey we strive to provide a wide range of **possibilities** which will help our children to develop aspirations and promote **independence** for their future lives.
We are **ambitious**.

Creativity underpins all areas of learning in our curriculum. We want children to be **enthusiastic** and innovative and to develop these qualities through all subjects, not just the arts.
We are imaginative.

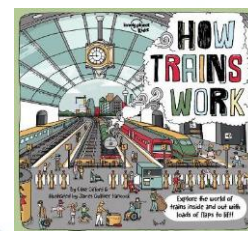
The **community** provides a wealth of learning opportunities. Our curriculum uses these, and we strive to instil a sense of pride in our children and develop them as **kind** and **confident** citizens. We are **respectful**.

Learning Journey Showcase

In Year 4 we will showcase all we have learnt about how transport has changed and evolved over time. We will do this by taking you on a journey through our learning, including a gallery of landscape artwork we will create from a walk to Thorne train station. We will share our compass skills by taking you on a journey around school, so bring your walking shoes! We will also demonstrate our knowledge of electricity by demonstrating how conductive different materials are.



Our **Class Texts** for this theme are:
The lost book of adventure - Neil Gaiman
How Trains Work - Lonely Planet kids
From a railway carriage - Robert L Stevenson
Journey - Aaron Becker
How steam trains work



https://www.youtube.com/watch?v=0wL1W_9U9JI

During this theme we will develop as

Mathematicians by learning to:

- Solve measure and money problems
- Shape and symmetry
- Position and direction
- Reasoning with patterns and sequences
- 3-D shape

We follow the **Mathematics Mastery** scheme of learning, supplemented by White Rose.

Speakers, readers and writers by learning to:

Speakers:

- develop our ability to speak aloud using appropriate volume, voice tone and actions.
- develop our writing skills to produce a playscript that can be performed aloud.
- enhanced listening skills by carefully listening to others so we know when to speak ourselves.
- work in teams to produce a playscript

Readers:

- continue to develop our comprehension skills and understanding using a variety of texts
- develop our skills in summarising; predicting; explaining why authors may have chosen particular words and phrases; considering overall meanings, ideas and/or messages and making a range of inferences.

Writers:

- create information texts based on what we find out about transport in our topic
- learn about the unique structure of playscripts and use texts to help us master speech.
- create our own poems.

develop our use of the statutory Year 3-4 vocabulary list.

We follow the **Letters and Sounds** scheme of learning for phonics and **No-Nonsense Spelling** scheme of learning for spelling.

Scientists by learning to:

Sound

- Understand that sounds travel through vibrations and that the ear processes these sounds.
- Investigate pitch and make our own pitched instruments.
- Understand that the louder a sound is, the stronger the vibrations are.
- Know that sounds get fainter the further away from the noise source they are.

Electricity

- Learn which objects in the home require electricity and which don't.
- Name the parts of a circuit and build our own to light up a bulb.
- Know the role and functions of switches and understand when a switch has turned a circuit off.
- Investigate insulators and conductors and understand that metals are particularly good conductors.

Citizens (PSHE) by learning to:

Relationships

- Understand the relationships around us, from friends to family and boyfriends and girlfriends too.
- Develop our understanding of bereavement
- Combat jealousy.

Changing Me

- Accept changes in our bodies.
- Develop our understanding of babies are made
- Understand the consequences of our decisions.

We follow the JIGSAW scheme of learning for PSHE.

A Historian by learning to:

- Understand the local history of rail transport from the Thorne North / South train station(s) to the wider area and its advancements over time.

A Geographer by learning to:

- use maps, atlases and globes
- use an eight-point compass and grid references
- Develop our observational skills of the human and physical features of the local area using maps.

Artists by learning to:

- create breath-taking landscapes of the local area using watercolours.
- We will go on a sunlit journey to the train station to get our inspiration.
- Discover the famous artist Claude Monet and create paintings in his style.

Designers (DT) by learning to:

- Design and effectively use construction and mechanics to create a mode of non- electric transport.
- Deepen our understanding of using gears and levers in our designs.
- Evaluate the effectiveness of our design.

Musicians by learning to:

- Develop our understanding of sound and electricity
- Play and perform using our voices and musical instruments as a soloist and as a group with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes.
- recall sounds from memory with increasing accuracy.
- use musical notations.
- listen to and appreciate live and recorded music.

Users of technology (Computing) by learning to:

Logo

- Understand the structure of the language of Logo.
- Input simple instructions in Logo.
- Use and build procedures in Logo

Animation

- Discuss what makes a good animated film or cartoon and what their favourites are.
- Learn how animations are created by hand.
- Find out how 2Animate can be created in a similar way using the computer.

- develop an understanding of the history of music.
- Study the units 'Black Bird' and 'Reflect, Rewind and Replay'

We Follow the **Charanga** scheme of learning for music.

- Use 'stop motion' animation.
- Share animation on the class display board and by blogging.

Effective Search

- Locate information on the search results page.
- Use search effectively to find out information.
- Assess whether an information source is true and reliable.

Hardware Investigators

- Understand the different parts that make up a computer.
- Recall the different parts that make up a computer.

We Follow the **Purple Mash** scheme of learning for computing.

Linguists by learning to:

The Body

- Builds on the body vocabulary that we have previously learnt
- Pronounce parts of the face in French, as well as saying what hurts.
- Become familiar with traditional characters and locations from fairy tales

Sport

- Say a number of popular sports in French, and talk about which sports we play, like and are able to do.
- Use vocabulary to talk about what we might see at a football or tennis match.

We follow the **Salut** scheme of learning for Modern Foreign Languages

Spiritual, Moral, Social and Cultural (SMSC) citizens by learning to:

- SMSC underpins our school ethos, values and policies.
- The curriculum design provides opportunities for the development of SMSC.
- We regularly invite external companies and visitors into school to further support the development of SMSC.
- The School Nursing team and Big Talk provide puberty, sex and relationship education to our children, which is further supported through our curriculum.

PSHE is taught through **JIGSAW** which incorporates SMSC.

Sports people by learning to:

- Develop our games, outdoor adventure and athletics skills.

We follow the **IPEP** scheme of learning for PE

Theologian (RE) by learning to:

- Understand what we can learn from religions about deciding what is right and wrong

We will follow the **Doncaster Agreed syllabus** for RE

Each theme will start with a **'Talking Tub'**. This activity allows the children to explore, texts, photographs, artefacts and resources to inspire and engage them and to encourage them to pose questions and take ownership of their curriculum themes.

Some subjects do not link directly to the theme and will therefore be taught discretely.

To develop the children's understanding of the theme we will visit the South Yorkshire Aircraft Museum.

Key dates and school events that link to this theme include National transport day 15/05/2020

These are just some of the areas which we will cover when we explore the theme of The Journey; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.

If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.

