

All subjects will be taught discretely, making links to other areas of learning where appropriate. These links will be to prior learning and to other subject areas to give knowledge meaning and context.

Computing

Programming – Applying their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. We will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create.

RE

Exploring what a promise is and how to keep one. Recognising that Abraham is the father of Judaism. Asking and responding to questions about the Moses story and making links with ideas about unfairness and the experience of the Jewish people

Music

Weekly Woodwind lessons every Wednesday afternoon.

Art

Storytelling Through Drawing - Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.

Science

Exploring and using classification keys to help group, identify and name a variety of living things in our local and wider environment. Working scientifically – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

French

Ask and answer a range of questions on different topic areas. We will write descriptive sentences using a model but supplying some words from memory. Where in the world speaks French? Numbers and the alphabet and 'my family and me'.

PE - Monday & Wednesday

Fundamentals, Cross Country & OAA - Developing problem solving skills through a range of challenges. Work as a pair and small group to plan, solve, reflect and improve on strategies.

PSHE

'Being Me in My World' – understanding how good it feels to be included in a group and understand how it feels to be excluded. Learning how to work as a community/team and make people feel welcome and valued.


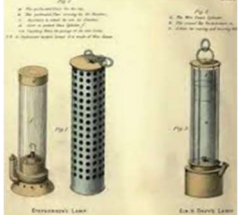
History - Local

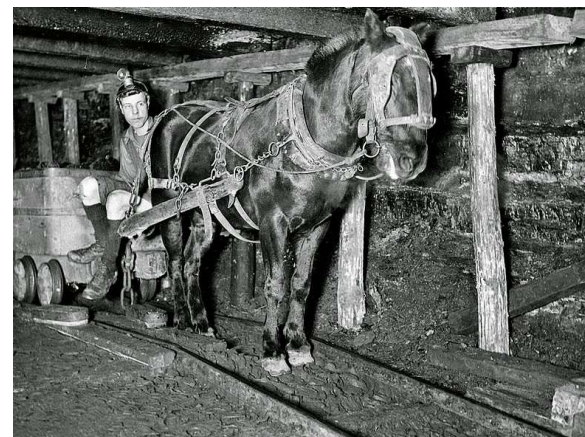
Exploring why mining was important and researching where the local mines were in our area. Looking at life was like as a miner. This unit links back to textile mills in KS1 and Luddites in Yr3,

How can you help?

- Ask your child about their learning in school.
- Explore local links: Luddite statue.
- Be aware of what your child is accessing online.

History: Local History – Mining Year 4

Key Vocabulary		Sticky Knowledge	What should I already know?
Coal face	The part of the seam currently being worked.	Coals seam lay beneath the whole of Spen Valley. There was lots of coal in our area	Children didn't go to school unless they were rich – children worked in the mills under poor working conditions
Pit / mine	A place where coal is dug from the ground.	Previously to pits they had 'day holes' and 'bell pits' – but because of the Industrial Revolution shafts were built.	The names and location of local villages – Hartshead, Gomersal, Liversedge, Heckmondwike, Scholes
Shaft	Vertical tunnel which leads from the surface to the underground roadways.	Shaft down to the mine where men were lowered in cages.	
Pit pony	A pit pony, otherwise known as a mining horse, was a horse, pony or mule commonly used underground in mines.	Prospect Pit was the mine in Roberttown, Strawberry Bank/Liversedge Colliery (Headlands), Gomersal Colliery (last pit to close in 1973) and Soap House Pit in Hartshead in the 1850s – almost 50 mines in our area	
Davey lamp	A lamp that could light the way, without causing a disastrous explosion.	Miners' pay was linked to the amount of coal got out	
Cage	The lift used to bring people up and down the mine shaft	Use of railway at Scholes and Heckmondwike transported the coal	
Motty	Iron tags that colliers would tie on to the tubs of coal that they had mined. This would let mine managers know how much coal each of their miners had mined.	Children as young as 10 could work in the mines,	
		Horse and wagons were used (pit ponies) until they were replaced by fixed engines along a track	
Collier	Someone who works with coal, usually the getter	Working conditions in the pits were very dangerous	
Getter	Person who worked at the coal face cutting coal from the seam.	Important people, places and ideas  Humphrey Davey – inventor of the safety lamp	
Day hole (drift)	A horizontal or sloping roadway leading from the surface to underground workings		
seam	Underground layer of coal between other layers of rock.		
Ventilation	System of getting fresh air into the mine and removing stale air.		

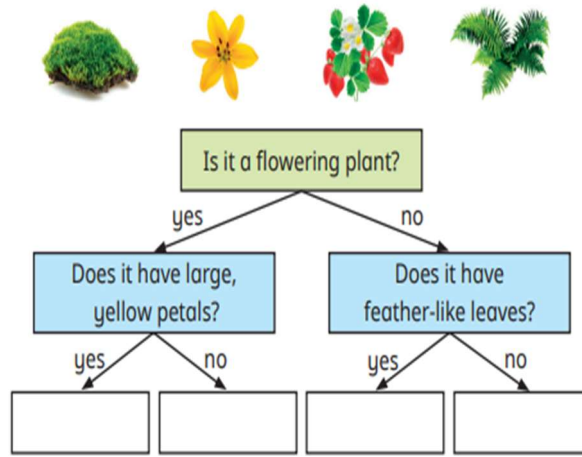


Group and classify living things - Year 4

What should I already know?

Key Vocabulary

Classification	This is where plants or animals are placed into groups according to their similarities.
Vertebrate	Animals with a backbone.
Invertebrate	Animals without a backbone.
Specimen	A particular plant or animal that scientists study to find out about its species.
Mammal	an animal with a spine, fur or hair on its body, and feeds its young on milk
Amphibian	an animal with a spine that can live on land and in water
Exoskeleton	a type of skeleton on the outside of an animal's body that provides support and protection
Characteristic	The distinguishing features or qualities that are specific to a species.



Sticky Knowledge

Animals with a spine are called vertebrates. • All mammals, birds, fish, amphibians and reptiles are vertebrates. Each vertebrate group has different physical features.

Non-flowering plants include mosses and ferns. Flowering plants can produce flowers and fruit. Deciduous trees lose their leaves in autumn. Evergreen trees keep their leaves all year round.

- Mammals, birds, fish, amphibians and reptiles have a skeleton.
- Animal skeletons are made up of lots of different bones.



Animals with a spine are called vertebrates. Animals without a spine are called invertebrates. Insects and spiders are invertebrates. Slugs and snails are soft-bodied invertebrates.

Classification keys can be used to classify plants. Closed questions are used in classification keys.

