

Year 4 2023-2024

Autumn

Wimbledon– past and present



As historians they will go from suffragettes to slave owners, a postman to a princess: find out about the people of Wimbledon's past and help us tell the stories of Wimbledon's present. Visit the museum and meet the characters who have shaped our communities.

As geographers, they will travel back to the time of the early village settlers in Wimbledon. Then return to the present day and look at local settlements and explore maps of surrounding areas. These geography lessons are designed to give year 4 a greater understanding of what settlements are, how settlements were formed and also to improve their map skills. Year 4 will discover how reading maps and conducting fieldwork can tell them what a settlement is like.

Spring

What effect did the Anglo-Saxons have on Britain?



As expert archaeologists, year 4 will talk confidently about life on the island of Britain over 1,500 years ago! Year 4 will learn all about the people who lived in and migrated to Britain after the Romans left and explore the different tribes, cultures and religions found there. They will also extend their historical vocabulary and deepen their chronological understanding of British history.

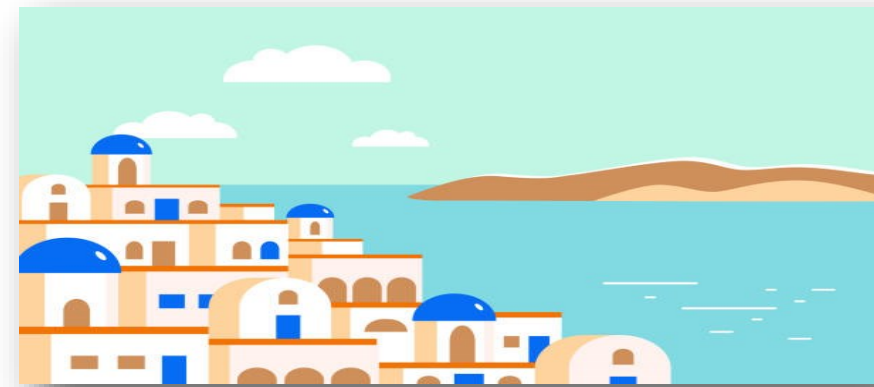
Earning a living



Year 4 will understand how people in the UK and the rest of the world earn a living in a variety of ways. They will explore various jobs in various sectors, before investigating industries around the world and looking at why some adults don't work and some children do.

Summer

What does Greece have to offer?



As historians, Year 4 will learn all about this amazing ancient civilisation. They will answer the question, 'Who were the ancient Greeks?' They will first learn about the different periods of ancient Greece, and place the civilisation in time. They will explore how the different areas of Greece were governed, and compare the two city-states of Athens and Sparta. Children will use primary and secondary sources to find out about the daily life of the ancient Greeks, before exploring Greek mythology and the impact of some of the great philosophers of the time. In the final lesson, Year 4 will reflect on how the ancient Greek civilisation still influences modern life today

As geographers, Year 4 will explores the physical Geography of modern Greece, looking at aspects such as size, location, landscape, rivers, mountains, and climate. Children will explore what Greece is like as a country today and learn some interesting facts about its geography. They will look at the population and culture of Greece today and use a variety of different sources to find out about areas such as food, music, clothes and leisure.



Year 4 Autumn Term

Wimbledon- Past & Present



Learning-
Wisdom &
Endurance

History

(† - Koinonia) (BV—Democracy, Individual Liberty, Rule of the Law, Mutual Respect) (Articles 2, 3, 6, 13, 14, 17, 24, 27, 28, 29 and 30) (Sustainable Development Goals 4 and 5)

As historians they will go from suffragettes to slave owners, a postman to a princess: find out about the people of Wimbledon's past and help us tell the stories of Wimbledon's present. Visit the museum and meet the characters who have shaped our communities.

Geography

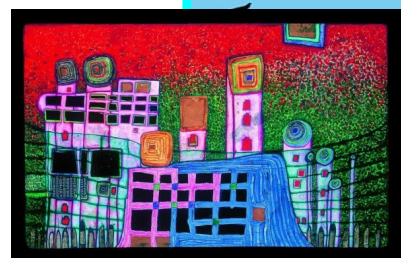
(† - Koinonia and Friendship) (BV—Mutual Respect) (Articles 12, 13, 17 and 24)

As geographers, they will travel back to the time of the early village settlers in Wimbledon. Then return to the present day and look at local settlements and explore maps of surrounding areas. These geography lessons are designed to give year 3 a greater understanding of what settlements are, how settlements were formed and also to improve their map skills. Year 4 will discover how reading maps and conducting fieldwork can tell them what a settlement is like.

The Arts (Articles 29 and 31)

Collage of Wimbledon using a variety of interlocking shapes, mosaic-style shapes e.g. sew green for grass, white for clouds to add an additional element

They will use Hunderwasser as inspiration for their landscapes



PE (Articles 24, 29 and 31)

Dance-Tudors Dancing: Focus on creating characters and narrative through movements and gestures to develop an awareness of the historical and cultural origins of Tudor dances.

Swimming- 10 day intensive swimming program at Better Health Wimbledon



Year 4 learn about how the WG serves our local community.

Science († - Creation, Koinonia, Service, Hope, Wisdom) (BV—Mutual Respect) (Articles 13, 17, 29) (Sustainable Development Goal 13)

Aristotle studied chicks hatching and wrote down all the things he observed. He did this because he wanted to know how different parts of the chicks developed while they were in the egg. Year 4 will be looking at how living things can be grouped in a variety of ways to identify and name a variety of living things in their local environment. As well as constructing and interpreting a variety of food chains, identify producers, predictors and prey.

English & Social Action

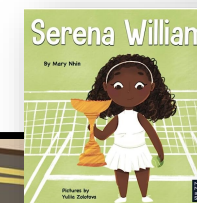
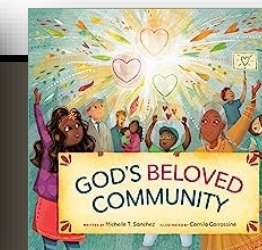
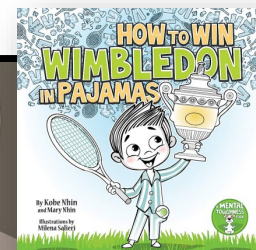
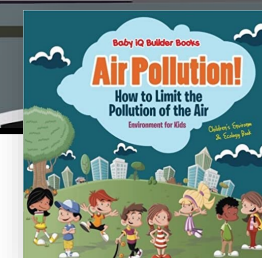
Wimbledon's Air- write a formal persuasive letter to the Mayor of London calling for strong action on air pollution.

How to overcome bullying & negative self-talk to succeed

Why is Remembrance important? How do we remember in Wimbledon?

As Philosophers we will be:

- Using religious words to describe some of the ways in which people show their beliefs about remembrance. Linking things that are important to you and other people about remembering with the way they think and behave
- Express religious beliefs and feelings about peace in a range of styles and words used by believers and suggest what they mean
- Ask questions about moral decisions they and other people make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values about peace.



Stand alone units

Learning—
Wisdom &
Endurance

RE

'Who is Jesus?'

(† - Friendship, Hope and Thankfulness) (BV—Tolerance and Mutual Respect) (Articles 12, 13 and 14)

As Philosophers we will be:

- Explaining what Jesus meant when he said 'I am the Bread of Life'.
- Reflecting on dark and difficult times in life and the 'light source' that helped overcome the darkness.
- Identifying the characteristics of a good Shepard.
- Understanding why Jesus refers to himself as a Shepard.
- Making connections between a physical vine and a spiritual vine.
- Reflecting on what is important in their life and the importance of belonging.
- Making connections between Jesus saying 'I am the resurrection and the life', and the Christian belief about death, resurrection and eternal life.

Remembrance and Jesus the gift of peace—is peace the most important message at Christmas.

(† - Peace) (BV—Mutual Respect) (Articles 12, 13, 14, 30)

As Philosophers we will be:

- Explaining the origins of Remembrance Day.
- Explaining why it is important for us to commemorate on Remembrance Day.
- Describing what a Christian might learn about peace from The Bible.
- Asking important questions about peace and comparing our ideas with those of other people.
- Suggesting things that people do to find peace within themselves.
- Expressing our ideas about peace with reference to The Bible.
- Recognising that there is a connection between the Christmas Story and religious values.

English

Legends of Sea— Using captivating mythical stories of selkies and mermaids, children use higher level reading skills and write their own sea myths. Set out and punctuate dialogue and use paragraphs.

Free Verse poem which includes unusual language choices and **Haikus, Tankas and Cinquains**

The Present Year 4 will describe the character through their actions and through their emotions and feelings and write a leaflet presenting the pros of dog ownership.

Reading for
Pleasure
Books:



PSHE

Being Me in My World

(† - Koinonia and Friendship) (BV - Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of Those of Different Faiths and Beliefs) (Articles 2, 12, 13, 15 and 28)

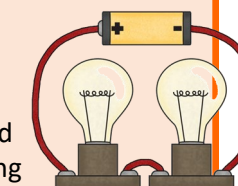
As good citizens we will be:

- Understanding being part of a class team.
- Learning about being a school citizen.
- Learning about the rights respecting actions and democracy.
- (Rights ambassadors).
- Understanding rewards and consequences.
- Learning how to make group decisions.
- Understanding how to have a voice.
- Learning what motivates our behaviour.



Science († - Creation, Koinonia, Service, Endurance, Wisdom) (BV—Mutual Respect) (Articles 12 and 29) (Sustainable Development Goals 1 and 7)

As **scientists** we will be exploring the originators of the term in electricity. We will be lighting up year 4 by learning all about how circuits work, the difference between mains and battery powered electricity. We will learn how to make a switch. Identify which materials are conductors and which are insulators. We will be learning all about this through making circuits and experimenting with a variety of materials.



PE (Articles 24, 29 and 31)

- **Tag Rugby**- Skill development – technique + teamwork
- **Cricket**- Bowling overarm, fielding, striking. (Surrey C.C Fridays)
- **Basketball**– skills development– dribbling & shooting



Maths

As **Mathematicians** we will be:

- Review of column addition and subtraction
- Number and place value– numbers to 10,000
- Number facts– numbers to 10,000
- Perimeter
- 3, 6, 7, 9 times tables

Problem Solving and Reasoning



Throughout our learning we will deepen our knowledge by reasoning and problem solving investigations.

Music (Articles 29 and 31)

- Basic musical concepts: stave, musical notes, crotchet and crotchet rest.
- Dynamics: *forte* and *piano*
- Tempo: slow and fast
- Quaver, pair of quavers and quaver rest.
- Active listening: classical repertory.
- Musical note G
- Simple time "duple meter" and syncopation.
- Pitch

Spanish (Article 30)

- I alfabeto (*alphabet*)
- ¡Hola! ¿Cómo te llamas? (Greetings & introduce themselves)
- Números (numbers)
- ¿Dónde vives? (where do you live?)
- Mi colegio (school)
- Mis cosas (my things)
- Los colores (colours)

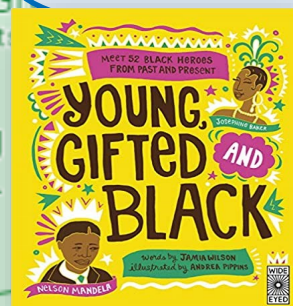


Year Four- Celebrating Our Community Fortnight



Comprehension lessons based on the books *Young, Gifted & Black* by Jamia Wilson and *Festivals* (religious festivals, festivals of the Dead, festivals of Light & Dragon Boat Festival)

Reading for pleasure books *Celebrating All Cultures* and *Amazing Grace* - An awesome story about being yourself and not letting barriers get in your way. You can be anything you want to be, even if people tell you, you can't



PSHE
(† - **Justice, Koinonia, Friendship, Thankfulness, Service, Peace, Love, Compassion, Trust, Humility**) (Articles 2, 13 19, 12, 30) (BV - **Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs**)

Celebrating Differences

- Challenging assumptions,
- judging by appearance,
- accepting self and others,
- understanding influences,
- understanding bullying,
- problem-solving,
- identifying how special and unique everyone is.

No Outsiders: Red: A Crayon's Story is about being true to your inner self and following your own path despite obstacles that may come your way.



DT (BV - Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs) (Articles 2, 19, 12, 13, 14, 30)

As **design technicians** we will be researching and making a traditional dish. Year 4's theme is Greece:

- Greek salad
- Flat breads with dips- 2 ingredient flatbread- yoghurt and self-raising flour
- Spanakopita spring roles

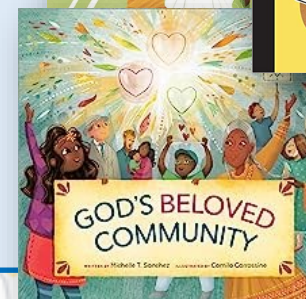
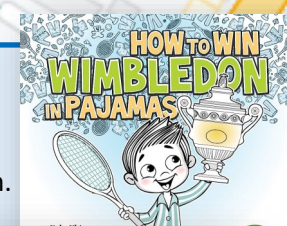
Let's Celebrate!

To round off our fun-filled week, on **Friday 10th November**, we will be holding a special event in celebration of our wonderful, diverse community. All families are invited to bring in a dish that represents their culture to share with others. The celebration will take place in the halls of both sites and will be an exciting opportunity for you to see a selection of the work the children have completed over the week. Our PTFA will be running a 'Koinonia Kafe' to keep you all hydrated as you enjoy the festivities!

English lessons will be based around key books helping the children to learn, grow, discuss, and begin to create a future that resolves differences, which works perfectly alongside the PSHE lessons they will also do that fortnight too. This exploration of difference helps children learn to respond in a kind and equal way to everyone, regardless of shape, size, age, physical and mental ability, gender, ethnicity, beliefs, language, culture, background, and so on.

The focus this year is based on the theme '**How to overcome bullying & negative self-talk to succeed** using these books:

- 'How to Win Wimbledon in Pyjamas' Book is based on studies showing that mental toughness can combat bullying and positively impact children's minds. The guide teaches positive self-talk skills and encourages visualization.
- Serena Williams book: A Kid's Book About Mental Strength and Cultivating a Champion Mindset. characters who have failed, yet succeeded despite overwhelming obstacles. keeping your hope.
- With lively rhyming text, *God's Beloved Community* book takes young readers on a biblical and historical journey to discover more about beloved community. Drawing on the biblical vision of Dr. Martin Luther King, Jr., it explores how we can create communities filled with God's love as we delight in our differences, stand up to bullying and unfair rules, and declare with our lives and our love that everyone matters to God.



Our week will begin with **Odd Socks Day** on **Monday 30th October**. This is a fun way to open conversations around diversity and differences and how we can learn from each other in exciting ways.

