



Year 4

Enquiry overviews

How did the Anglo-Saxons farm and how was this different from today?

How can we prepare for a Tudor banquet?

Where does our energy come from and how much do we use?

What are the cycles of our Solar System?

How did the Ancient Egyptians live within the cycles of Nature?

What do different indigenous cultures teach us?

Half-termly planning overview Year 4 – Autumn Term 1



Enquiry question: How did the Anglo-Saxons farm and how was this different from today?

Harmony principle: The principle of Interdependence

Sustainability action: Creating a guide about farming in the past, today and in the future

Great Work: Organising a Harvest Festival of food and thanksgiving

Partners in learning: Sustainable Food Trust; local farmers and food growers



Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	How did the Anglo-Saxons successfully invade Britain?	How did the Anglo-Saxons create a strong sense of community?	What was a day in the life of a child like in an Anglo-Saxon community?	How did an Anglo-Saxon mixed farm work?	What was the impact of the Anglo-Saxons on the environment?	How did the Anglo-Saxon era end?
GEOMETRY	How will I use geometry to represent a 3-fold Celtic knot?	How will I use rotational symmetry to create a Dara Knot?	What patterns will inspire my Anglo-Saxon brooch?	How will I use symmetry to create the winged dragon motif from the Sutton Hoo helmet?	How will I use rotational symmetry to create a flower pattern on an Anglo-Saxon pendant?	What shapes will I include in a Celtic cross?
HISTORY	Why did the Anglo-Saxons come to Britain? Why did they settle in village communities?	What was it like to work during the Anglo-Saxon era? How does this compare to today?	What can we learn from different sources about life in an Anglo-Saxon village?	What was life like on an Anglo-Saxon farm and how does it compare to farming today?	What materials did the Anglo-Saxons use for building, farming and jewellery making?	What were the key events of the Battle of Hastings?
ENGLISH	Which words will I include in an Anglo-Saxon dictionary?	What would different members of Anglo-Saxon society say about their lives?	What will I include in an Anglo-Saxon child's diary entry?	How will I compare farming today with Anglo-Saxon farming in a non-fiction text?	How will I use my knowledge about Anglo-Saxon life to write a riddle?	What will I include in a newspaper report describing the events of The Battle of Hastings?
GPS FOCUS	How can I use noun phrases to add detail to a definition?	How will I use inverted commas to introduce direct speech?	Which adverbial phrases will I use at the start of my sentences?	How will I use paragraphs to organise my ideas?	What expanded noun phrases will I use to engage the reader?	Which adverbial phrases will I use at the start of my sentences?
MATHS	How far did the Anglo-Saxons travel?	How will I find the perimeter of different Anglo-Saxon farm enclosures?	How will I use my knowledge of area to create a plan of an Anglo-Saxon farm?	How will I use data about Anglo-Saxon farms to solve problems?	What quantities of building materials would be needed to build an elf house? (1)	What quantities of building materials would be needed to build an elf house? (2)
SCIENCE	Did the Anglo-Saxons eat sugar? How will I investigate the effect of sugar on tooth decay?	What is the function of different teeth? Which ones are used more depending on diet?	How do different diets affect the type of teeth animals have?	What are the different parts of the digestive system and what are their functions?	How can I demonstrate and explain the process of digestion?	How would an Anglo-Saxon diet affect digestion compared to a modern diet?
DT	What ingredients do I need to make oat and honey cakes with dried fruit?	What ingredients do I need to make leek and pea soup?	What ingredients do I need to make herby Anglo-Saxon stew?	What techniques will I use to make Anglo-Saxon bread using wheat and rye?	What techniques will I use to make Anglo-Saxon bread using oat and barley?	What ingredients do I need to make Anglo-Saxon sweet or savoury pancakes?
PE	What skills do I need to develop to contribute to team games?	What helps me pass and receive a ball accurately?	What skills do I need to intercept a ball in a team game?	What skills do I need to defend effectively in a team game?	How will I devise a simple team game with a partner?	How will I teach others to play my team game successfully?
COMPUTING	How have computers changed the way animations are created?	How will I create characters from an Anglo-Saxon village in a simple animation?	How will I make the Anglo-Saxon characters in my animation move?	How will I use timing tools in animation software to create a short Anglo-Saxon animation?	How will I use a camera to create a short Anglo-Saxon stop animation movie?	What do I need to do to improve my stop animation movie?
MUSIC	What musical language will I use to compare two songs?	What instruments and sounds can we hear in a traditional Anglo-Saxon folk song?	Which notes will we choose to create a repetitive melody?	What different layers will I include in my song and when will I introduce each one?	What do we need to perform our simple folk song in front of a small audience?	How will I use my voice to control volume and pitch in a performance to an audience?
PSHE	How do I communicate assertively and respectfully?	How can my behaviour impact others?	What can we learn from the Anglo-Saxons about relying on each other in class?	What can we learn from the Anglo-Saxons about relying on each other at home?	What similarities and differences are there between my family and other families?	How do we resolve conflict with our family and friends?
OUTDOOR LEARNING	Carve runes into the ground or create messages using sticks	Create a sound map to compare sounds today to Anglo-Saxon sounds	Create a tree face using clay and natural materials inspired by Anglo-Saxon stories	Make felt outdoors using sheep wool	Develop natural dyes using natural materials	Build an Anglo-Saxon shelter using natural materials

Half-termly planning overview Year 4 – Autumn Term 2

Enquiry question: How can we prepare for a Tudor banquet?

Harmony principle: The principle of Adaptation

Sustainability action: Appreciating local skills and crafts

Great Work: Organising a Tudor banquet

Partners in learning: Weald & Downland Museum; local history partners



Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	How did the Tudor period begin?	What were Tudor homes like and how were they different from today?	What kind of king and husband was Henry VIII?	How did people entertain themselves during Tudor times? How do we entertain ourselves today?	What food did the Tudors eat at a banquet? How is this different from our food?	What will we prepare for our Tudor banquet?
GEOMETRY	How will we use geometry to make a Tudor Rose?	How will we create patterns using bricks?	How will we use proportion for our Tudor portraits?	How will we use symmetry to complete the shape of a stag's antlers?	How will we use geometry to design a Tudor knot garden?	What patterns will we include in a stained glass window for a Tudor banquet hall?
SCIENCE	How well would sounds have travelled across the battlefield?	How did traditional Tudor instruments produce sound?	How will we change the pitch of a wind instrument?	How will I make a tuned lyre?	How can I change the volume of a percussion instrument?	How well can we hear our songs from different distances?
ENGLISH	How will I retell the gory details of the Battle of Bosworth Field?	Which Tudor characters will I interview?	What will I include in my poem about Henry VIII to read at the banquet?	How will I record the fun I had with a Tudor family on my time travels?	How will I bring a banquet to life through my setting description?	How will I improve my setting description of a banquet?
GPS FOCUS	How will I group my ideas into paragraphs?	Which questions will I ask to learn the most about living in Tudor England?	How will I use rich vocabulary to describe Henry VIII?	Which language will we use to describe characters and settings within a Tudor time?	How will I use a choose nouns or pronouns to aid cohesion and avoid repetition?	Which adverbs and prepositions will I use to express time and cause?
MATHS	How will I solve time related worded problems to order Tudor events chronologically?	How will I use perimeter to calculate how many bricks I need to build a Tudor house?	How much material is required to dress Henry VIII and his wives?	How will I measure the distance I roll a hoop?	What quantities of vegetables will we need to make soup?	Which 2D shapes can we use to make a stained-glass window?
HISTORY	What happened at the Battle of Bosworth Field?	How will I use secondary sources to learn about homes in Tudor England?	What kind of king and husband was Henry VIII?	How did people entertain themselves during Tudor times? How is it different from today?	What food did the Tudors eat at a banquet? How is this different from our food?	What will we prepare for our Tudor banquet?
ART & DESIGN	What tools will I use to carve a Tudor Rose in clay tile?	How will I follow instructions to draw a 3D Tudor House?	Who will I choose to create a Tudor portrait?	What colours will I choose to sew my Tudor coin purse?	How will we use clay to make a Tudor pot for soup?	What patterns will I use to decorate my Tudor Pomander for the banquet?
MUSIC	What type of instruments did the Tudors play?	How will we perform a Tudor song together?	How will we produce sounds in time to the beat?	How will we create simple melodies inspired by Tudor music?	What music was played in Tudor Court and how will we incorporate these elements into our performance?	How will we rehearse and refine our performance for our Tudor banquet?
PSHE	How did the Tudors pay for things and how can we can pay for things today?	What influences our decisions in what we buy?	How do our spending decisions affect others and the environment?	How have children's games changed and why?	How did people gather food during the Tudor Period and how is it different to today?	What is the role of a monarch and how can they influence life in their country?
PE	How will I hit a ball with a racket?	How will I improve my serve with a ball and racket?	How will I hit a ball using a forehand with control?	How will I hit a ball using a backhand with control?	How will I hit the ball towards a target accurately?	How will I use the different skills to play a game with a partner?
COMPUTING	What is digital storytelling?	How will we use search engines safely to explore information about the Tudors?	How will we storyboard our Tudor story?	How will we add text, images, and other multimedia elements to introduce our characters and setting?	How will we add text, images, and other multimedia elements to describe our problem and resolution?	What do we need to do to improve our digital story?
OUTDOOR LEARNING	Look for evidence of the Tudor period in your local area	Visit a local Tudor house	Go on a local walk to see how spending decisions can affect the environment	Organise a games afternoon inspired by Pieter Bruegel's painting, <i>Children's Games</i>	Visit a Tudor garden, local allotment or farmers market	Organise a Tudor banquet and celebration

Half-termly planning overview Year 4 – Spring Term 1



Enquiry question: Where does our energy come from and how much do we use?

Harmony principle: The principle of Health

Sustainability action: Running school energy saving challenges

Great Work: Presentation on energy saving challenges

Partners in learning: Energy companies; energy monitoring systems provider



Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Where does the energy for our homes come from?	How much electricity do we use at home each week?	How much energy do we use at school?	What can we do to reduce our energy use at school?	What are the benefits of reducing our use of energy?	How can we challenge our community to save energy?
GEOMETRY	How will I create a five-pointed star?	How will I create a six-pointed star?	How will I create an eight-pointed star?	How will I represent the blades of a wind turbine using geometry?	How will I represent a parabolic curve?	How will I recreate a spiral solar panel design?
SCIENCE	From what different sources do we get energy?	What powers different toys?	How can I make a light bulb in a simple electrical circuit light up?	Which materials conduct electricity and which don't?	How can I create a switch in an electrical circuit?	How will I present the findings of an investigation about electricity?
ENGLISH	What will I include in a comic strip about how our energy sources are changing?	What will I include in an explanation text about different types of energy?	What will I include in a recount of 'From darkness to light in one night'?	What key questions do I want to ask in an interview with climate change activist?	What information will I include in a magazine article about a climate change activist?	What will I include in a presentation about our energy-saving challenges?
GPS FOCUS	Which fronted adverbials will help me tell my story?	How will I organise my ideas into paragraphs?	Which fronted adverbials will help me order my ideas chronologically?	How should I use inverted commas in direct speech?	How should I use direct speech to quote an interviewee in a magazine article?	How will I use formal and persuasive language to convince my family to save energy at home?
MATHS	How do we measure energy use? How much energy do we use in our homes?	How much energy do different appliances use? Which use the most energy?	How much electricity do we use in a day?	How much electricity do we use in a half term?	What is the link between reducing energy use and saving money?	What could change as the result of our community energy saving challenges?
DT	What is a wind turbine and how does one work?	What is the best design for the base of a wind turbine?	What materials will I use to create the rotary blades of a wind turbine?	How can I refine the design of the rotary blades to catch the wind more effectively?	How can I use tools to construct the prototype of my wind turbine?	How will I evaluate the effectiveness of my wind turbine?
COMPUTING	What are the features of effective web pages?	What will I include in a wireframe for a webpage?	What text will I include in my webpage?	What images will I include in my webpage?	How do I embed links within my webpage?	How effective is my webpage?
PE (YOGA)	How can breathing techniques and sitting poses help to calm my mind?	Why are different yoga poses good for my mind and body?	How do I move from one pose to another in a mindful way?	What skills do I need for balance poses performed on my own and with a partner?	Which sitting poses and balances will I combine in a short yoga sequence with a partner?	What skills do I need to perform a yoga sequence for someone else to follow?
GEOGRAPHY	How is electricity generated?	Where is Ladakh and how will I use maps to identify its physical features?	How is daily life in Ladakh without electricity different to our daily lives?	What is the climate like in Ladakh and why is this perfect for generating solar energy?	What human features of the landscape in the UK are linked to energy production?	Which countries produce the most solar energy?
MUSIC	How do these songs inspired by sunshine make you feel?	How can the volume of an instrument represent the Sun at different points in the day?	Which instruments can we use to represent the Sun rising in the sky?	How will we use written notation to compose a piece of music as a group?	How will we use peer evaluation to improve our composition?	What do we need to perform our composition to an audience?
PSHE	What is mental health? How can we stay mentally healthy?	How can I manage positive and negative thoughts?	What can we do when we have to face a challenge in life?	What mindfulness techniques can we use to help us keep calm?	How can we manage thoughts that make us feel anxious?	How will a positive mindset help me take on new challenges?
OUTDOOR LEARNING	Go on a local walk to identify energy at work in Nature	Investigate energy and water e.g. making a waterwheel	Monitor the amount of natural light each day for a week	Carry out a wind energy investigation e.g. racing sailboats or kites	Measure temperature (the Sun's energy) in sunny and shady places	Explore designs in nature that use energy efficiently

Half-termly planning overview Year 4 – Spring Term 2

Enquiry question: What are the cycles of our Solar System?

Harmony principle: The principle of the Cycle

Sustainability action: Leading an 'Earth Hour' for the school community

Great Work: An assembly on the awe and wonder of our Solar System

Partners in learning: Local observatories; mobile planetarium; Science Museum



Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Why do we have cycles of day and night on Earth?	How does the lunar cycle work?	Why is the Earth spherical and how does gravity work?	Why do we have the cycle of the seasons on Earth?	What are the cycles of the other planets that orbit the Sun?	What are the cycles of our Solar System?
GEOMETRY	Why do we have cycles of day and night on Earth?	What are the phases of the Moon?	What are the relative sizes of the Earth and Moon? (11:3 ratio)	Why do we have the cycle of the seasons on Earth?	How big are the planets in our Solar System?	How can I recreate the orbit of Venus?
SCIENCE	How is the cycle of day and night related to the rotation of the Earth?	What is the lunar cycle? Why does the Moon look different to people in different locations?	How can I investigate the effect of gravity on an object?	How does the Earth's orbit around the Sun affect the cycle of the seasons?	What can I learn about different planets and how they orbit the Sun? What are their cycles?	What have we learnt so far from space exploration?
ENGLISH	How will I bring night and day to life in two contrasting setting descriptions?	What will I include in a poem about what happens in nature at night?	How will I describe my adventure on the Moon?	What will I include in a diary entry about life on a space station?	What will I include in an information text about one of the planets in the Solar System?	How will I present my information text in an engaging way as a page of a book?
GPS FOCUS	How will I use adverbials to help me create cohesion within a paragraph?	What adverbials will help me create cohesion within a poem?	How will I use inverted commas to punctuate the speech in my adventure story?	How will I use adverbials to express 'how, when, where and why' in a diary entry?	How will I use apostrophes to describe a planet's attributes?	How will I use paragraphs to organise information in a text?
MATHS	How many minutes are there in a day?	When in the year is the longest night?	How will I present data from my gravity investigation?	How does the Earth's temperature change through the seasons?	How can we order the planets in size and distance from the Sun?	What is the temperature on different planets? (-ve numbers)
ART & DESIGN	How can I use oil pastels and watercolour paint to create an Earth artwork?	How will shading help me to show the craters of a lunar landscape?	How can I use collage to create a magnified section of a chondrite? (1)	How can I use collage to create a magnified section of a chondrite? (2)	How will I work as part of a group to create an artwork of a planet to scale? (1)	How will I work as part of a group to create an artwork of a planet to scale? (2)
COMPUTING	How will I design a simulation of the Earth orbiting the Sun using a program?	Is my simulation successful so far? What do I need to change?	How will I add the orbit of the Moon to my simulation?	How will I debug a simulation of the Earth and Moon orbiting the Sun?	What do I need to do to add further planets to my simulation? (1)	What do I need to do to add further planets to my simulation? (2)
PE (GYMNASTICS)	How can I move through 360 degrees? (rotations and rolls)	How can I move 'in orbit' with a partner?	How can we work in pairs to create partner balances?	How can I jump like an astronaut?	How can we link moves in a space-inspired gymnastics sequence?	How can we perform and evaluate our space-inspired gymnastics sequence?
HISTORY	How have images of the Earth from space changed the way we think about our planet?	Who were the first people to visit the Moon?	Who has explored space?	Who is Helen Sharman and what is life like on a space station?	What evidence will I use to present information on one aspect of the Space Race?	How will I present what I have found out about a significant figure in the Space Race?
PSHE	What does the cycle of a day (and night) in my life look like?	What cycles do we see in the life of our school?	What cycles do we see in our learning? How do they help us?	How are some cycles in our feelings unhelpful and how can we break them?	What other cycles should we break?	How can cycles help us to look after our planet?
MUSIC	How did Coldplay represent space in <i>Music of the Spheres</i> ?	How will we represent an aspect of space in a composition? (1)	How will we represent an aspect of space in a composition? (2)	How will we use notation to write down our composition?	How did Gustav Holst represent the planets in music? (1)	How did Gustav Holst represent the planets in music? (2)
OUTDOOR LEARNING	Creating a simple sundial	Finding out why the Moon has craters using flour, oil and small rocks	Building and testing a Lego or balloon-powered space rover	Enact the orbits of the Earth, Moon and Sun	Solar system 'Who am I?' game in the playground	Use geoboards and wool or blu tack and sticks to make constellations

Half-termly planning overview Year 4 – Summer Term 1



Enquiry question: How did the Ancient Egyptians live within the cycles of Nature?

Harmony principle: The principle of Oneness

Sustainability action: Finding ways to use things more responsibly

Great Work: Creating an Ancient Egyptian museum of artefacts using recycled materials

Partners in learning: The British Museum



Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	How did the Ancient Egyptians work with the mighty River Nile?	How did the Ancient Egyptians use the rich alluvial soil to grow their food?	How did the Ancient Egyptians work together to turn rocks into blocks to build the pyramids?	How did the Ancient Egyptians use the alignment of the Sun and the stars?	How did the Ancient Egyptians live out their spiritual life?	How did the Ancient Egyptians work in harmony with the elements?
GEOMETRY	How will I use shape to create an Egyptian lotus flower?	How will I construct a 3-4-5 triangle as Ancient Egyptian rope stretchers might have done?	How will I use measurement and proportion to recreate the Great Pyramid of Egypt?	How will I use a geometric technique to establish the direction of north?	How will I use shape and symmetry to design a cartouche?	How will I use rotational symmetry to create a lotus bowl?
HISTORY	Who were the Ancient Egyptians and how long did their civilisation last?	How did the Ancient Egyptians farm the land on the banks of the River Nile?	What can we learn about daily life in Ancient Egypt using secondary sources?	Who did the Ancient Egyptians worship and why were their gods so important?	What did the Ancient Egyptians believe about life after death?	How did the Ancient Egyptians live sustainably? How does this compare to the way we live today?
ENGLISH	How will I describe the setting of the River Nile?	How will I tell the story of life through the eyes of an Ancient Egyptian?	What will I write in a letter from Howard Carter about his discovery of the tomb of Tutankhamun?	How will I write an atmospheric story about Howard Carter's discovery of the tomb of Tutankhamun?	What features will I include in instructions about mummifying a body?	What facts will I include in a leaflet about how to live within limits for a healthier lifestyle?
GPS FOCUS	Which prepositions will I use in sentences to describe location?	Which adverbials will I use to describe when an event occurs?	How many different sentence types can I use in a letter to engage the reader?	How will I use verbs and adverbs at the beginning of sentences to describe a character's emotions?	How will I include a range of imperative verbs in instructions?	What features of non-fiction texts will I use to present information clearly?
MATHS	How will I use water to measure capacity accurately?	How will I convert different measurements of capacity?	What will I learn about the properties of square-based pyramids by making one?	How will I use the Ancient Egyptian number system to calculate?	How will I estimate and measure body parts in cm and m accurately?	How will I convert different measurements of length?
SCIENCE	How does water change state as it is heated and cooled?	How does water change state as it moves through the water cycle?	How will I plan a fair test to explore the conditions required for water to evaporate?	How will I record observations in an investigation about gases?	What criteria will I use to group different materials? (solids, liquids and gases)	What are my conclusions from an investigation about heating and cooling materials?
DT	How did a shaduf support life in Ancient Egypt?	What materials will I use to design a shaduf?	What mechanical systems did the Ancient Egyptians use to build pyramids?	What materials will I use to build a pyramid?	What foods did the Ancient Egyptians eat and how was it made?	What ingredients will I include in my Ancient Egyptian bread?
COMPUTING	How can I use coding to create an Ancient Egyptian character and background?	How can I use a sequence of commands to make my character move in different ways?	How can I place and resize objects to make an Ancient Egyptian computer game? How can I make them move?	How can I program my character to move away from moving objects when I click on it?	How can I use sequences of commands to take the player to an end screen?	How will I use feedback from a partner to improve my Ancient Egyptian computer game?
PSHE	What is the difference between things that I need and things I want?	How do the needs and wants of other children differ from mine?	What is the difference between physical and emotional things I need to help me stay well?	What does the UN Convention on the Rights of the Child tell us about the things every child needs to be well?	Why don't all children have the things they need to be well?	How many of the things I need to be well are found where I live?
MUSIC	How will I sing with fluency and control to perform a song well?	What sounds will I use to represent notations written as hieroglyphs?	How will I vary the length of notes using a tuned percussion instrument?	How will I record the pitch and length of a note using stave notation?	How will we compose a melody to celebrate a pharaoh's journey into the afterlife?	How will we work together to perform our final composition?
PE	What sports did the Ancient Egyptians play?	What techniques help me to pass a ball more accurately?	How will I combine skills to move and throw a ball accurately?	What skills do I need to mark an opponent?	How will I shoot a ball accurately at a target?	How will I combine the skills I have learned to play a game of handball?
OUTDOOR LEARNING	Walk to local river to discuss similarities and differences with the River Nile	Measure and compare temperatures around school	Build pyramids using natural materials	Draw or create a sundial on the school playground	Spend time considering the physical, mental and spiritual benefits of being in Nature	Carry out a practical investigation of heating and cooling substances

Half-termly planning overview Year 4 – Summer Term 2

Enquiry question: What do different indigenous cultures teach us?

Harmony principle: The principle of Diversity

Sustainability action: Sharing stories about Nature from indigenous cultures

Great Work: Indigenous story telling and rituals

Partners in learning: The British Museum; websites on indigenous cultures



Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	What does it mean to be indigenous?	What are the traditional stories and myths of Aboriginal culture?	How do Aborigines use art to convey meaning?	What are the similarities and differences between Native American and Aboriginal culture?	What can we learn from Native American ceremonies and rituals?	What can we learn from these indigenous cultures?
GEOMETRY	How can we recreate Aboriginal art using Aboriginal symbols?	How can we recreate Aboriginal art using circles?	How can we recreate Aboriginal art using dots?	How will I use symmetry to complete the design of a Native American feather?	How will I use triangles to create a Native American inspired design?	How will we incorporate the designs we've explored to create our own artwork?
SCIENCE	What can I learn from food chains about producers, predators and prey found in Australia?	Which food chains will I create using producers, predators and prey found in Australia?	How will I group animal species found in Australia using different characteristics?	How will I use classification keys to help identify indigenous species of North America?	How will I construct a classification key to name indigenous species found in North America?	How can changes in environments pose dangers to living things?
ENGLISH	What are the features of an Aboriginal dreamtime story?	How will I use a plan to rewrite an Aboriginal dreamtime story?	What will I include in my own story inspired by Aboriginal dreamtime stories?	How will I write a story from the wolf's point of view as a keystone species?	What are the features of a Native America creation story?	How will we perform a story from an indigenous culture as part of our celebration?
GPS FOCUS	How will we use our voice to convey tone and expression?	Which prepositions and adverbs will we choose to express time and cause?	Which fronted adverbials to help write our story?	How will we use <i>The Wolves of Yellowstone: A Rewilding Story</i> by Catherine Barr to develop ideas?	How will we punctuate fronted adverbials to help write our story?	Which rich vocabulary words will we choose to tell a story?
MATHS	What Aboriginal symbols will we use to create an number square to create equations up to 12 x 12?	How will I explore triangular numbers using dots?	How will I identify missing shapes or numbers in sequences?	What do I need to think about when completing a simple symmetric figure?	How will I calculate angles in geometric shapes of a native American design?	How will I classify which shapes are used in North American designs using properties of shape?
HISTORY	What does it mean to be indigenous and where did Aboriginal culture begin?	Why is storytelling in indigenous cultures so important for future generations?	How do Aboriginal people use art to convey meaning?	How is Native American culture the same as the Aboriginal culture?	What are their traditional practices and ceremonies?	How can we show respect for indigenous cultures?
ART & DESIGN	What are the different tools we can use to create an outline of an Australian animal?	How will I use dots to create shapes within the Australian animal?	Which colours will I use to create a background using the dot painting technique?	How will I use symmetry to complete a wolf's face to represent resilience?	How will I use shape to create a North American eagle picture?	What colours will I choose to decorate my North American eagle picture?
MUSIC	How do Aboriginal people use their voice and body to produce sounds in their music? How many different sounds can you make?	How will we produce sounds of indigenous Australian animals?	What sounds can we make using our voices and simple percussion instruments to accompany a dreamtime story?	How does music convey the sounds of a native American story's setting?	How will we layer different sounds to represent an indigenous story?	How will we work together to perform our composition for an audience?
PE	How do different animals in Australia move?	How will I sequence different movements of a native animal of Australia?	What story will my movements in PE tell my audience about the animal?	How do indigenous animals of North America move?	How will I sequence different movements of a native animal of North America?	How will we work together as a group to tell a story from an indigenous culture?
PSHE	Why is diversity important in our community?	How do we show respect to different cultures in our community?	Do we all have the same rights?	What can we learn from indigenous people about resilience?	How can we share and celebrate different traditions?	What responsibilities do we have to protect indigenous cultures?
COMPUTING	What are the different ways we can communicate with people?	What is cyberbullying and how might messages hurt people?	What should you do if someone sends a message that makes you feel unsafe?	How would you create a safe online profile?	Can I copy anything I find online?	How would you promote respectful use of social media?
OUTDOOR LEARNING	Record numbers as symbols to create a large number square in the playground	Use small stones to create dot paintings	Use Australian Aboriginal symbols to write a message	Find lines of symmetry in different objects found in and around school	Identify angles in shapes found around school and local area	Identify how many different types of shape are found in and around school