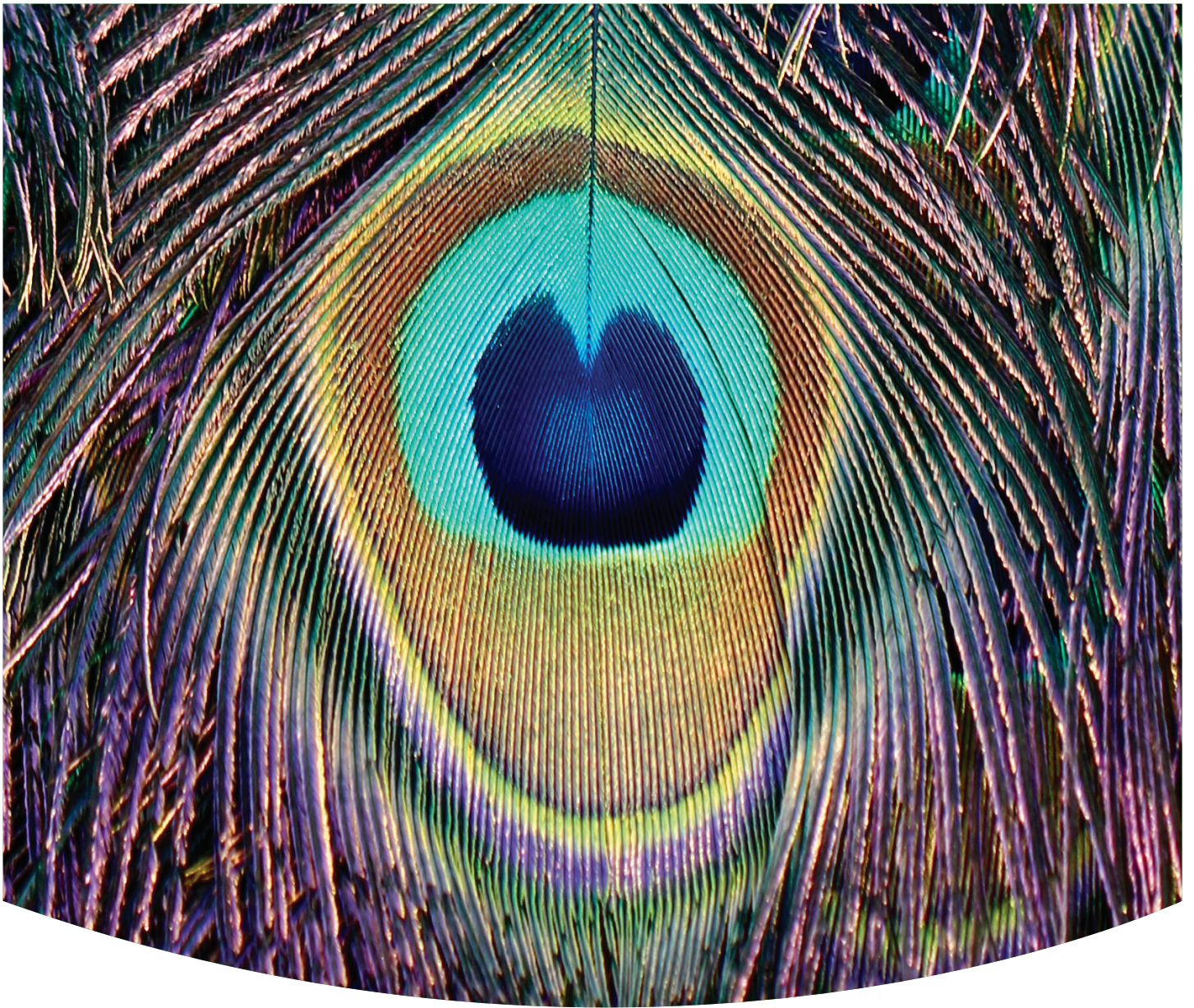




Year 4

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 the indigenous cultures of North America teach us?

Half-termly planning overview Year 4 – Autumn Term 1

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

Harmony principle: The principle of Interdependence

Sustainability action: Creating a guide comparing Anglo-Saxon farming with farming today

Great Work: Organising a harvest festival of food and thanksgiving

Partners in learning: Beacon Farms, Sustainable Food Trust, local farmers and food growers



Weekly Questions						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Why did the Anglo-Saxons come to Britain?	How did the Anglo-Saxons build community?	What was Anglo-Saxon daily life like?	How did an Anglo-Saxon mixed farm work?	What is the legacy of the Anglo-Saxons?	What have we learnt about how the Anglo-Saxons lived?
HISTORY	Why did the Anglo-Saxons come to Britain and where did they settle?	What did an Anglo-Saxon settlement look like?	What can we learn from different sources about life in an Anglo-Saxon settlement?	How does Anglo-Saxon farming compare to farming today?	What do Anglo-Saxon artefacts tell us?	How did the Anglo-Saxon era end?
SCIENCE	Did the Anglo-Saxons eat sugar and what are the effects of sugar on tooth decay?	What is the function of different teeth? Which ones would be used depending on your 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 our health compared to a modern diet?
ENGLISH FOCUS	Which words will I include in an Anglo-Saxon dictionary?	What would people in an Anglo-Saxon community say about their lives?	What will I include in an Anglo-Saxon's diary entry?	What will I include in a non-fiction text about Anglo-Saxon farming?	How will I present a non-fiction text about Anglo-Saxon farming?	How will I use my knowledge about Anglo-Saxon life to write a riddle?
MATHS APPLICATION	How will I calculate the distance between Anglo-Saxon settlements?	How will I find the perimeter of Anglo-Saxon farmland?	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?	How will I measure ingredients accurately for my oat-based recipe?	How will I solve word problems about the Anglo-Saxons?
ART & DT	How will I create an artwork inspired by the Sutton Hoo helmet?	What will I include in a design inspired by the Dara knot?	How are oats used in different recipes? (flapjacks, cookies, granola bars)	What Anglo-Saxon ingredients will I include in my oat-based recipe?	What skills will I use to make my oat-based recipe?	How will the Anglo-Saxons inspire packaging for my oat-based product?
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 are there between my family and other families?	How do we resolve conflict with our family and friends?

This overview of planning shows how a selection of National Curriculum subjects can be linked within an enquiry.

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: Working with local craft makers and food producers

Great Work: Organising a tudor banquet

Partners in learning: Hampton Court Palace, Weald & Downland Museum



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?
SCIENCE	How did sound travel across a Tudor battlefield?	How did traditional Tudor instruments produce sound?	How can we change the volume of a drum for our Tudor dance?	How can we change the pitch of a Tudor instrument?	How did the Tudors hear sounds on a Tudor hunt?	How well can we hear a Tudor poem or song at a distance?
HISTORY	What happened at the Battle of Bosworth Field?	How will I use secondary sources to learn about the homes of rich and poor in Tudor England?	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?
ENGLISH FOCUS	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?
MATHS APPLICATION	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?
ART	What tools will I use to carve a Tudor Rose in clay tile?	What colours will I use to paint a clay Tudor Rose?	Who will I choose to create a Tudor portrait?	What clues will I add to my portrait to represent their favourite pastime?	What patterns will I use to decorate my Tudor 'orange' Pomander for the banquet?	How will we decorate the Tudor banquet table?
PSHE	What can we learn from the Tudors about how they paid for food?	What influences our decisions in what food we buy?	What makes something 'good value for money'?	Are the best things in life really free?	What do communities do to influence spending and saving decisions?	What decisions have to be made before planning a celebration?

This overview of planning shows how a selection of National Curriculum subjects can be linked within an enquiry.

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: Presenting information on energy saving challenges

Partners in learning: Energy companies, energy monitoring systems



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?
SCIENCE	Where do our appliances get their energy from?	How does energy power our toys and games?	How can I make a light bulb in a simple electrical circuit light up?	Which materials conduct electricity and which don't?	How will I create a switch in an electrical circuit?	How will I present the findings of my own investigation about electricity?
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?
ENGLISH FOCUS	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 a 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?
MATHS APPLICATION	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?
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?

This overview of planning shows how a selection of National Curriculum subjects can be linked within an enquiry.

Half-termly planning overview Year 4 – Spring Term 2

Enquiry question: What are the cycles of the solar system?

Harmony principle: The principle of the Cycle

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

Great Work: Holding an assembly on the awe and wonder of our solar system

Partners in learning: Royal Museums Greenwich, National Space Centre



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 do we have the cycle of the seasons on Earth?	What is the effect of gravity on Earth?	What are the cycles of the other planets that orbit the sun?	What are the cycles of our solar system?
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 at different times?	How does the Earth's orbit around the sun affect the cycle of the seasons in the UK?	How can we investigate the effect of gravity on Earth?	What can we learn about the size and cycles of different planets?	How do we know about our solar system?
GEOGRAPHY	What can we learn about the physical geography of the Earth?	How does the moon compare with the Earth?	How do landscapes change through the seasons?	How does gravity affect life on Earth?	What is the physical geography of each planet?	How do we know so much about the solar system if we can't visit most of it?
ENGLISH FOCUS	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?
MATHS APPLICATION	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?
ART	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)
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?

This overview of planning shows how a selection of National Curriculum subjects can be linked within an enquiry.

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

Partners in learning: The British Museum, The Ancient Institute



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?
SCIENCE	What did the Ancient Egyptians believe about light and darkness?	Do you think the pyramids in Ancient Egypt create shadows and why?	Why do shadows change size and direction?	How did the Ancient Egyptians use shadows to tell the time?	What would be the best material to make a mirror for an Ancient Egyptian pharaoh?	How do we protect our eyes from the sun?
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 FOCUS	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?
MATHS APPLICATION	How will I use water to measure capacity accurately?	How will I convert different measurements of capacity?	What are the properties of square-based pyramids?	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?
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?
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?

This overview of planning shows how a selection of National Curriculum subjects can be linked within an enquiry.

Half-termly planning overview Year 4 – Summer Term 2

Enquiry question: What do the indigenous cultures of North America teach us?

Harmony principle: The principle of Diversity

Sustainability action: Sharing stories about Nature from North America

Great Work: Sharing stories about Nature from North America

Partners in learning: The British Museum



Weekly Questions						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	What would I see if I travel to North America?	Who and what lives in North America?	What would I see in North America's National Parks?	Why is the wolf so important as a keystone specie?	What do the stories of North America teach us?	What can we learn from indigenous cultures about Nature?
SCIENCE	What species of living things do we find in North America?	How will I group animal species found in North America?	How will I identify species in North America's National Parks? (classification keys)	What is a food chain?	Which animals featured in indigenous stories will I include in my own food chain?	How can changes in environments pose dangers to living things?
GEOGRAPHY	What does North America look like?	How do people live in different climates in North America?	What are the physical features of North America and where are its National Parks?	What are the humans features of North America?	What is the same and what is different from a place in North America to where I live?	What can we learn from indigenous cultures about Nature?
ENGLISH FOCUS	What is my favourite native american poem in The Earth under Sky Bear's Feet?	How will I use the images of Ansel Adams to inspire my own poetry?	What information will I share from the rewilding story of Fourteen Wolves by Catherine Barr?	How will I write a story from the wolf's point of view?	Which native american story will we choose to perform?	What will I include in a piece of writing written from Nature's perspective?
MATHS APPLICATION	How long does it take to travel to New York?	How many people live in different cities in North America and the UK?	How will I compare the size of different indigenous species of North America?	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?
ART	How will I use chalk to draw petroglyphs to decorate a rock?	How will I take photographs in the style of Ansel Adams?	How will I use symmetry to complete a wolf's face?	Which colours and patterns will I use to complete the outline of a native american animal?	How will I use shape to create a North American eagle picture?	What colours will I choose to decorate my North American eagle picture?
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?

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