



Year 4 - Learning Links

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Unit/Enquiry question Writing to Entertain Writing to Inform Writing to Explain		Unit/Enquiry question Writing to Entertain Writing to Inform Writing to Discuss Writing to Persuade		Unit/Enquiry question Writing to Entertain Writing to Inform Writing to Explain Writing to Discuss	
	<p><u>Writing to Entertain:</u></p> <ul style="list-style-type: none"> Planning and writing of a playscript based on whole class text "The Boy at the Back of the Class". Links: Investigating playscripts and comic strips linked to key texts in Autumn Term Year 3. Writing of an adventure story based around "Lost in the Colosseum". Links: Building on knowledge of story structure and styles from previous Talk for Writing units. Curriculum links to History Unit: "How successful was the Roman Invasion of Britain?" Reading and writing of folk tales linked to Newcastle - using "The Lambton Worm" as a stimulus. Links: Links to previous Talk for Writing units. Curriculum links to Geography Unit: "Why do people choose to settle in the North East of England?" 		<p><u>Writing to Entertain:</u></p> <ul style="list-style-type: none"> Writing of a narrative in the first person based on whole class text "The Silver Sword". Links: Building on writing of a diary entry in Spring Term Year 3 and letter writing in Summer Term Year 3. Reading and writing of poems based on "The Lost Words". Links: Writing of poems to create images in Autumn Term Year 4. Writing of a Rainforest Myth inspired by the 'Just So' stories. Links: Building on the structure of Myths and Legends from Talk for Writing Unit in Spring Term Year 3. Curriculum links to Geography Unit: "How does the biome of Jesmond Dene differ from the biome of the Amazon rainforest?" <p><u>Writing to Inform:</u></p> <ul style="list-style-type: none"> Writing of a non-chronological report based on the Benin Bronzes. Links: Building on writing of non-chronological reports based on the Stone 		<p><u>Writing to Entertain:</u></p> <ul style="list-style-type: none"> Recognise features of Classic Poetry using the poem "From a Railway Carriage" and write own verse of the poem. Links: Building on previous poetry units in Year 3 and 4. Writing of the opening to "The Wolves of Willoughby Chase" (whole class text). Links: Links and comparisons made to the openings of other whole class texts read throughout the year. <p><u>Writing to Inform:</u></p> <ul style="list-style-type: none"> Writing of a newspaper report describing Queen Victoria's Diamond Jubilee. Links: Build on writing of a newspaper report about "Thor and the Giants" in Spring Term Year 3. Curriculum links to History Unit: "How did daily life change over the reign of Queen Victoria?" Drama to act out the workings of the human digestive system. 	

	<ul style="list-style-type: none"> Reading of a range of War Poems. Writing of a cinquain war poem. Links: Building on use of language from poetry units in Year 3. <u>Writing to Inform:</u> Writing of a biography describing the life of Julius Caesar. Links: Curriculum links to History Unit: "How successful was the Roman Invasion of Britain?" <u>Writing to Explain:</u> Writing of a blueprint to explain how their invention works. Links: Building on writing of an explanation text in Spring Term Year 3. Curriculum links to Science Unit: "What makes a lightbulb illuminate?" 		<p>and Iron Age in Autumn Term Year 3. Curriculum links to History Unit: "Should we return the Benin Bronzes?" <u>Writing to Discuss:</u></p> <ul style="list-style-type: none"> Writing of a speech for a debate on what should happen to the rainforest. Links: Building on introduction to writing to discuss in Summer Term Year 3 - discussing the benefits of living near to a volcano. Curriculum links to Geography Unit: "How does the biome of Jesmond Dene differ from the biome of the Amazon rainforest?" <u>Writing to Persuade:</u> Creating a poster persuading people to save the rainforests. Links: Building on writing of persuasive texts in Summer Term Year 2 and Autumn Term Year 3. Curriculum links to Geography Unit: "How does the biome of Jesmond Dene differ from the biome of the Amazon rainforest?" 		<p>Links: Curriculum links to Science Unit: "What do our bodies do with the food we eat?" <u>Writing to Explain:</u></p> <ul style="list-style-type: none"> Writing of an explanation text, including diagrams, to explain how we hear sounds. Links: Building on writing of previous explanation text from Autumn Term Year 4. Curriculum links to Science Unit: "How can sound travel through different objects?" <u>Writing to Discuss:</u> Writing of a speech to inspire leaders to act on climate change. Links: Building on work on the debate for what should happen to the rainforests. Curriculum links to Geography Unit: "What will our climate look like in 5 years?" 	
Science	Unit/Enquiry question Where does a puddle go?	Unit/Enquiry question What makes a light bulb illuminate?	Unit/Enquiry question How many different ways can we make light bulb illuminate?	Unit/Enquiry question Are living things in danger?	Unit/Enquiry question How can sound travel through different objects?	Unit/Enquiry question What does our bodies do with the food we eat?
	<ul style="list-style-type: none"> This unit utilises information and knowledge from the Y1 unit around seasons and weather, 	<ul style="list-style-type: none"> Through Reception using light in their continuous provision to KS1 investigating the seasons 	<ul style="list-style-type: none"> This unit is a direct follow on from the previous terms unit and builds directly on the knowledge and skills developed. 	<ul style="list-style-type: none"> This links with previous units that develop the children's knowledge of animals and plants across EYFS, KS1 and 2. 	<ul style="list-style-type: none"> In Reception and through KS1 and 2 the children have been able listen to music, creating sound and investigating a range of instruments. 	<ul style="list-style-type: none"> Link to previous Science and PSHE units around Teeth and Healthy Eating. Food preparation in DT.

	<p>where a polar bear could live and climates.</p> <ul style="list-style-type: none"> • It also builds on the Y2 unit investigating the Oceans which introduces the concept of the water cycle. 	<p>and plants this unit builds on the children's knowledge and personal experiences of light..</p> <ul style="list-style-type: none"> • In Y3 the children begin to study light in more detail. • This unit builds on the children's own experience of electricity at home and around school • There are some valuable links with computing where the children can apply their knowledge to coding micro bits <p>DT links with illuminating</p>	<ul style="list-style-type: none"> • Links to Scientists of note: <ul style="list-style-type: none"> ○ Joseph Swann (local) • Strong links to School focus on Environment/ Eco-school award with the focus on renewable vs non-renewable energy. 	<ul style="list-style-type: none"> • This unit allows the children to apply their knowledge of the Rainforest in a wider context. This unit depends on the children having prior knowledge of climate and species danger. • The previous unit on Teeth also supplies some meaningful links and allows application of previous skills and knowledge of different animals. 	<p>This background knowledge is vital to the full understanding of information and skills within this unit.</p> <ul style="list-style-type: none"> • This unit utilises a range of information and enquiry questions from the Autumn 1 unit of states of matter. • Computing links to music composition. • Study of the ear links to previous Science units around the body for animals and humans. 	<ul style="list-style-type: none"> • This unit follows on closely from the Y3 unit around Healthy eating for animals and humans.
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		Christmas decorations.				
History	Unit/Enquiry question How successful was the Roman invasion of Britain?		Unit/Enquiry question Should we return the Benin Bronzes?		Unit/Enquiry question How did daily life change over the reign of Queen Victoria?	
	<ul style="list-style-type: none"> This unit follows our Chronology focus and links closely with the Egypt unit. It develops the themes of construction, territories and settlements/society. Close links with literacy and the study of Julius Caesar. Local area – Hadrian’s Wall, Segedunum, Vindolanda and Housteads. This unit relies on geographical knowledge to understand the nations and invasion as a concept. This unit is also linked with previous Vikings unit in Y3 and utilises this study as a comparison for similarities and differences. Prior knowledge that provides a foundation of understanding for the study. <ul style="list-style-type: none"> Reception – Where do I live? Y1 – What’s my address? Y2 – What is like to live by the seaside? 		<ul style="list-style-type: none"> This unit follows our Chronology focus and links closely with the Invasion theme and colonisation. This unit has Geography links using Africa as a different continent study opportunity. (Year 2 Kenya unit) Music link with Djembes unit. This unit builds on the knowledge and skills of the Y3 Bronze unit as the material is already established. History of a black civilisation. Part of our overall ethos and PSHE offer. The concept of a balanced argument is further established as a contrast to the Y2 Columbus and Viking units. 		<ul style="list-style-type: none"> This unit follows our Chronology focus . This unit develops the Y2 change concept building on from their analysis of the impact of the Great fires unit. This unit further develops the Y3 tourism study and how that can affect a city and the people who live in it. Links discretely with the Benin unit and how they were colonized. This extends the children’s understanding of Culture and how that has been affected by different societies influence in Britain? PSHE links and to school ethos and drivers. 	

Geography	Unit/Enquiry question	Unit/Enquiry question	Unit/Enquiry question
	<p data-bbox="309 172 748 204">Why did people settle in Newcastle?</p> <ul style="list-style-type: none"> <li data-bbox="309 284 788 384">● Prior knowledge that provides a foundation of understanding for the study. <li data-bbox="309 392 696 424">○ Reception – Where do I live? <li data-bbox="309 432 651 464">○ Y1 – What’s my address? <li data-bbox="309 472 712 528">○ Y2 – What is like to live by the seaside? <li data-bbox="309 536 663 600">○ Y3 – Why should you visit Newcastle? <li data-bbox="309 608 501 639">○ Y1 – Bridges <li data-bbox="309 647 539 679">○ Y2 – Great fires <li data-bbox="309 687 495 719">○ Y3 - Vikings <li data-bbox="309 759 539 791">● Local area links <li data-bbox="309 831 757 895">● Links closely with History unit this term – Romans <li data-bbox="309 935 703 999">● Combines – tourism, settling, comparison 	<p data-bbox="846 172 1447 236">How does the biome of Jesmond Dene differ from the Biome of the Amazon Rainforest?</p> <ul style="list-style-type: none"> <li data-bbox="869 284 1227 316">● Science – Flora and fauna <li data-bbox="869 355 1456 459">● This unit utilises many units as a source of foundation knowledge and makes numerous links to pull these studies together. <li data-bbox="869 467 1429 499">○ Reception – looking after our environment <li data-bbox="869 507 1447 539">○ Y1 – Polar bear unit – compare and contrast <li data-bbox="869 547 1155 579">○ Y2 – Jesmond Dene <li data-bbox="869 587 1339 619">○ Y3 - tourism topic – Jesmond Dene <li data-bbox="869 627 1447 675">○ Local Area study links what we have studied so far 	<p data-bbox="1541 172 2074 204">What will our climate look like in five years?</p> <ul style="list-style-type: none"> <li data-bbox="1541 284 2096 387">● Chronology link with History studies as the children have now developed this understanding of past, present and future. <li data-bbox="1541 427 2128 499">● This unit links closely to educated predictions in literacy and science. <li data-bbox="1541 539 2069 611">● Reception, KS1 and 2 – looking after our environment <li data-bbox="1541 651 2123 754">● This unit uses information and skills from the sates of matter unit in Autumn 1 around freezing and thawing. <li data-bbox="1541 794 2074 826">● Links with previous unit Amazon climate. <li data-bbox="1541 866 2101 970">● This unit also applies some of the enquiry links from the Y3 Alps unit around will they have snow? <li data-bbox="1541 1010 2092 1082">● PSHE units around managing risks are also used as prior knowledge requirements.