

**Big Question: Who has been England's best ruler?**

<b>Year: 4</b>	<b>Term: Summer 2</b>	
<p><b>Introduction to the topic:</b>                  During the pre-learning challenge, introduce the children to the big question for this half term: 'Who has been England's best ruler?' and explain how it fits in with the whole school theme of 'Follow the Rules'. Explain to the children that this half term, we are going to look at who Britain has been ruled by after William the Conqueror won the Battle of Hastings in 1066. Explain the way that <b>succession</b> works and times when it has been challenged (e.g. by a women wanting power or when there was no heir available; Henry VIII becoming king only because his brother Arthur died before he could produce an heir etc.). Talk about the fighting that has occurred in history because of wanting to be king or queen (e.g. the story of the Princes in the Tower). Ask the children to talk about the kings and queens they are already aware of and then show them a timeline of kings and queens and ask them to look at their pictures or other evidence about them to start learning about who they were, how longed they reigned for and whether or not they were successful monarchs. Ensure the children understand that we now have a new monarch – King Charles III.                  Ask the question: <i><b>In your opinion, which king or queen of England has been the most historically significant? Justify your answer.</b></i> Model an idea on the board before the children complete their pre-learning challenge.</p>		
<b>English</b>	<b>Maths</b>	<b>History</b>
<b>Follow the Rules</b>  Non-fictional writing around the topic of sports and games	<b>Geometry</b>  Pupils will learn about different types of angles. They will name and compare triangles and quadrilaterals as well as drawing lines of symmetry on a variety of 2D shapes.	<b>Kings and Queens of Britain</b>
<b>Art and Design</b>	<b>Design and Technology</b>	<b>PSHE and Citizenship</b>
<b>Kapow Scheme of Work</b>  <b>Sculpture and 3D</b>  Mega materials	<b>Kapow Scheme of Work</b>  <b>Textiles</b>  Fastenings	<b>Jigsaw Scheme of Work</b>  4 lessons in total 1 – (adapted) 4 – Understanding change – Moving House by Anna Civardi 5 – Identifying changes that are out of our control 6 – Looking forward to Y5
<b>Science</b>	<b>RE</b>	<b>Computing</b>
<b>Animals including Humans</b>  Food chains	<b>2022 Newham Agreed Syllabus</b>  <i><b>What is important to the people in my local community?</b></i>  What happens when someone gets married?	<b>NCCE Scheme of Work</b>  <b>Programming B</b>  Repetition in games
<b>PE</b>	<b>Music</b>	<b>Spanish</b>
<b>Complete PE Scheme of Work</b>  <b>PE Coach: Tennis</b>  <b>Class Teacher: Rounders</b>	Wolfgang Amadaeus Mozart	<b>The Summer is Here!</b> Modern Toys and Games Children will learn the names of modern toys and games and adjectives to describe them. They will also make an origami toy

		and will describe it orally to the class.
<b>Links to the National Curriculum (what must be covered) and assessment descriptors:</b>		
<p><b>English</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (e.g. business, medicine, separate, surprise.)</li> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• Homophones and near-homophones (see list in NC appendix 1)</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Retrieve and record information from non-fiction</li> <li>• Spell further homophones</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>• Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Plan their writing by: discussing and recording ideas</li> <li>• Draft and write by: organising paragraphs around a theme</li> <li>• Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and sub-headings</li> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause: KPI uses fronted adverbials</li> <li>• Word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>		
<p><b>Working towards</b></p> <p>I can plan and write the rules of a game using simple conjunctions</p>	<p><b>Expected</b></p> <p>I can plan and write the rules of a game using conjunctions and prepositions to extend my sentences</p>	<p><b>Greater depth</b></p> <p>I can plan and write the rules of a game using conjunctions, adverbs and prepositions to show time and cause.</p>
<p><b>Maths</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</li> <li>-identify acute and obtuse angles and compare and order angles up to two right angles by size.</li> <li>-identify lines of symmetry in 2-D shapes presented in different orientations.</li> <li>-complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul>		
<p><b>Working towards</b></p> <p>I am able to name three quadrilaterals and identify which angles are acute.</p>	<p><b>Expected</b></p> <p>I am able to classify quadrilaterals and triangles by identify acute, obtuse and right angles within each 2D shape.</p>	<p><b>Greater depth</b></p> <p>I can compare and classify a range of 2D shapes by identifying different angles and lines of symmetry.</p>
<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (<i>e.g. the changing power of monarchs using case studies such as John, Anne and Victoria</i>).</li> <li>• Pupils should be taught about a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (<i>the monarchy is a very significant aspect of history in London as the White Tower at the Tower of London was built by William the Conqueror and London has been where the monarchy has been situated through the past 1000 years</i>).</li> </ul>		
Working towards	Expected	Greater depth

I can <b>name key monarchs</b> and <b>retell</b> the historically significant events that made them memorable.	I can <b>describe the reigns</b> of key monarchs and <b>explain why</b> different historically significant events were turning points in British history.	I can <b>describe</b> how the power held by monarchs has changed over the centuries, <b>using examples</b> of key monarchs and the historically significant events they were involved in (for example, the Magna Carta).
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### Art and Design

This unit explores how different materials can be shaped and joined; children learn about techniques used by a range of artists and create their own sculptures using wire.

Working towards	Expected	Greater depth
I can describe some of the ways that an artist can manipulate wire and I can give an opinion on artist Diana Komater's sculptures.	I can describe different ways to join materials to create a three dimensional outcome. I can explain the decisions I made about my design.	I can evaluate different ways to join materials to create a three dimensional outcome. I can explain how my design has been influenced by Diana Komater.

### Design and Technology

Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve.

- Evaluating fastenings
- Designing my book sleeve
- Paper mock-up and preparing fabric
- Assembling my book sleeve

Working towards	Expected	Greater depth
I can explain what a fastening is used for.	I can describe a number of different types of fastenings, plan and make my prototype and thread a needle accurately.	I can successfully design and create a prototype of a book sleeve and evaluate it based on structure, aesthetics and in comparison to the original design.

### PSHE and Citizenship and Emotional Literacy/Social Skills

1. I understand that some of my personal characteristics have come from my birth parents. **I appreciate that I am a truly unique human being.** \*
2. \*\*
3. \*\*\*
4. I know how the circle of change works and can apply it to changes I want to make in my life. **I am confident enough to try to make changes when I think they will benefit me.**
5. I can identify changes that have been, and may continue to be, outside of my control that I learnt to accept. **I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.**
6. I can identify what I am looking forward to when I am in Year 5. **I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.**

\*The original learning intention and content refers to conception and the egg and sperm meeting – do not teach this part of the lesson. At Brampton, this is taught in later years. Refer to the RSHE policy for more information.

\*\*Lesson 2 is not taught as it refers to human reproduction. Do not teach this lesson. At Brampton, this is taught in later years. Refer to the RSHE policy for more information.

\*\*\*Lesson 3 is not taught as it refers to menstruation. Do not teach this lesson. At Brampton, this is taught in later years. Refer to the RSHE policy for more information.

Working towards	Expected	Greater depth
I can tell you something that I think I can change for myself when I am in Year 5.	I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.	I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes.

### Science

I can construct and interpret a variety of food chains, identifying producers, predators and prey.

Working towards	Expected	Greater depth
I can construct a food chain. I can name a producer, predator and prey.	I can construct a food chain and explain what a producer, predator and prey are. I can explain what various food chains show including that they show the flow of energy from one organism to another.	I can construct and label food chains and food webs explain that they show feeding relationships and the flow of energy in an ecosystem. I can explain what would happen to the population of the organisms in the food chain if one organism in the chain was affected in some way.

**RE**

Pupils should be taught about what happens in different wedding ceremonies as well as about the symbolism contained in the customs and rituals.

**Working towards**

I can **describe** what marriage is and **explain** why people get married. I can **list** some of the promises made in a marriage and I can **discuss** which promises would be important to me.

**Expected**

I can **explain** why people get married and **make comparisons** between different types of weddings. I can **explain** what a marriage contract is and **give reasons** for the promises I believe should be included.

**Greater depth**

I can **make comparisons** between Hindu and Islamic weddings and **explain why** they have certain rituals in their marriage ceremonies. I can **explain** what the vows mean to the people getting married and **give justifications** for the vows I believe should be included.

**Computing**

Pupils will explore the concept of repetition in programming using the Scratch environment, they look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.

**Working towards**

I can **translate my own design into code** for an individual sprite and then **run my code** successfully so that it meets elements of the task.

**Expected**

I can **create additional sprites** and **modify** their code; I can **run my code** and **identify** whether it meets the requirements of the task.

**Greater depth**

I can **include additional code** that enhances the function of the game and which reflect my design individual choices; I can **run my code** and **explain** how it meets the requirements of the task.

**PE**

During their PE sessions this half term, Year 4 should practise:

**Critical Thinking** – their ability to evaluate information and determine appropriate response.

**Leadership** – their ability to motivate the group to move toward achieving a common goal.

**Resilience** – their ability to bounce back from adversity, failure or challenge.

**Self-esteem** – how they value themselves and their abilities.

**Teamwork** – working together to achieve a desired result.

**Working towards**

I can **work as part of a team**.

**Expected**

I can **use the knowledge and skills** I have acquired to respond appropriately in a team game situation.

**Greater depth**

I can **inspire and motivate** my team to achieve a common goal and **encourage** them to keep going.

**Music**

[www.bbc.co.uk/teach/ten-pieces/KS2-wolfgang-amadeus-mozart-horn-concerto-no-4-3rd-movement/zmxtng8](http://www.bbc.co.uk/teach/ten-pieces/KS2-wolfgang-amadeus-mozart-horn-concerto-no-4-3rd-movement/zmxtng8)

The pupils will learn about Wolfgang Amadeus Mozart, learn to recognise pieces of his music and the main themes within them and compose their own pieces, inspired by his work.

The pupils will also continue to learn to play the recorder.

**Working towards**

I can **compare** pieces thinking about pitch, mood, rhythm and tempo.

**Expected**

As before, and I can **identify** the main themes in a piece of music and **discuss** the mood, dynamics and tempo; I can **compose** melodic and rhythmic patterns.

**Greater depth**

As before and I can **perform** as part of a group and individually to an audience.

**Spanish**

-Learning names of modern toys and games.

-Learning a variety of adjectives to describe toys and games.

-Describing a favourite toy or game.

-Making a Pokemon origami and describing it.

-Presenting the toy to the class.

**Working towards**

I can listen and recognise key vocabulary in a simple sentence  
I can say a simple sentence with support  
I can answer a familiar question  
I can join in with some words from a song, story or rhyme  
I can read and recognises key vocabulary of simple sentence  
I can write familiar words using a model

**Expected**

I can listen and understand a simple sentence with high frequency verb, noun and maybe colour adjective  
I can ask and answer familiar questions with support  
I can use familiar vocabulary to say simple sentences

**Greater depth**

I can produce confidently a sentence negative or positive with an indefinite article, noun singular and maybe adjective or plural noun and high frequency verb  
I can ask familiar questions and answers confidently  
I can read familiar sentences confidently  
I can write simple sentences from memory with accuracy

	<p>I can join in with the words of a song, rhyme, story sometimes from memory</p> <p>I can read aloud simple sentences</p> <p>I can find meanings in a bi-lingual dictionary</p> <p>Read and write a simple sentence using a model and some from memory</p>	I can demonstrate understanding of some grammar
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**Possible Educational Visits and Visitors**

- Tower of London – Crown Jewels
- Hampton Court Palace
- Portrait Gallery
- History Off the Page

**Sequence of Key skills/objectives/context (Key teaching points)**

- Look at why William the Conqueror won the Battle of Hastings.
- Find out who has ruled since William the Conqueror.
- Know what the Magna Carta is
- Know what happened when we decided we no longer wanted a monarchy – looking at Charles I execution and how the monarchy returned.
- -Find out who were the kings and queens who were never crowned and why they were never crowned – Edward V, Lady Jane Grey, Edward VIII.
- Decide who the most significant monarch was.
- Understand who will rule in the future.

**Key Vocabulary**

**History:** monarch, monarchy, royal, reign, rule, king, queen, succession, heir, family tree, coronation, crown, throne, ruling houses, Norman, Plantagenet, Tudor, Stuarts, Hanover, Windsor, Victorian, Elizabethan, battle, war, England, Britain, power, Magna Carta, parliament, laws

**PSHE:** personal, unique, characteristics, parents, circle, seasons, change, control, acceptance, looking forward, prepare, decide, excited, nervous, anxious, happy, apprehensive

**RE:** bride, dowry, Griha Pravesh, groom, ceremony, mahr, marriage, Nikkah, promises, represent, Saptapadi, service, symbolise, walima wedding, vows

**Science:** herbivore, carnivore, omnivore, producer, predator, prey

**Research Links (for staff)**

<https://www.bbc.co.uk/programmes/m001xwnb> - You're Dead to Me podcast about Mozart.

**Evidence in the books and on display**

- Timeline of British monarchs on display along with pictures of the kings and queens.
- Replicas of artefacts and books about the monarchy on display – see the LRC and resources room for books and resources.
- Pictures and key facts labels (written by the children) on display in the classroom.
- The children will have written about the most significant monarchs that have been in charge and what makes each one special or unique.
- The children will have placed the monarchs in chronological order on a timeline and written about each of them.
- The children will produce fact-files on the monarchs.
- The children will write about what difference having a monarchy has made to our lives today (e.g. buildings, events, tourism, laws, Magna Carta etc.).

**Outcomes**

- The children will have learnt about the characteristic features of society at different times in the past by asking and answering questions from a range of different sources of information.
- The children will be able to place the British monarchs on a timeline and name significant monarchs.
- They will be able to talk about different sources of information and their quality.

- They will be able to talk about how historians make assumptions from the information they do have.
- They will be able to talk about the influence of the monarchy on the country today.

### Helpful Websites

<https://www.bbc.co.uk/bitesize/articles/z3gcr2p#:~:text=The%20Royal%20Family&text=Britain%20is%20a%20monarchy%2C%20meaning,The%20crown%20is%20inherited>. – BBC

Bitesize – Queen Elizabeth II

<https://www.bbc.co.uk/newsround/62840556> - Queen Elizabeth II's life in photographs

### Strategies for EAL learners and SEN

- Prior knowledge: pictures of monarchs, crowns, thrones, castles/palaces to discuss and annotate around (scribe for pupil if necessary) or support completion of pre-learning challenge.
- Visual description cards for Queen Elizabeth I and Queen Elizabeth II inspiration day sorting activity.
- Vocabulary (history and D&T): taught vocabulary by adult/peer using visual word mat, use same pictures as flashcards to match pictures to words, pelmanism game, vocabulary recall quiz (quizlet), vocabulary track game (pictures/words), bingo, lotto, spot it, language drills. Language to encourage: 'This is a ...'; 'These are ...'; 'It's a ...'
- Sequencing of monarchs cards on a timeline
- Graphic organisers: timeline, tables with key information about monarchs, visual family tree
- Role-play as kings, queens and royal subjects
- Laws and rules through the ages board game
- Speaking and writing frames: substitution table for writing sentences/ bullet points for monarch fact file with language focus: simple past tense (-ed and irregular forms) then learners reproduce the text. In pairs, asking questions about the text 'what did/was/were ...? It/They/The ...', sentence starters, DARTs fill the gap cloze procedure text with visual word bank, true/false statements
- Collaborative strategies: talk partners, think-pair-share, information exchange e.g barrier game (language focus prepositions of time (first, next, before, after); jigsaw for research aspects of the topic

Useful links:

- <https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages>
- <https://bingobaker.com/>
- <https://quizlet.com/en-gb>
- <https://www.macmillandictionary.com/>

### SMSC

Spiritual	Moral	Social	Cultural
-Can you imagine what life would be like in Britain if different things had happened in our history?  -Who or what controls what happens in our lives and in our world?	-What were the rights and wrongs of the way the monarchy has behaved throughout history?	-What is marriage and why is it important to some people?	-How was marriage in the Tudor times similar or different to today? -What impact does having a monarchy have on our culture in Britain?

### FUNDAMENTAL BRITISH VALUES

Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
-How was Britain governed throughout history and how is that different from today?	-Do people born into the monarchy have individual liberty?	-How can we develop our understanding and respect for	-What laws do we have about the monarchy? What rules do they and our government have to follow?

		the different religions represented in our local community?	
<b>Links to Rights Respecting Schools</b>			
<b>Article 12</b> – Every child has the right to express their views, feelings and wishes in all matters.			
<b>Article 29</b> – Education must develop every child’s talents, abilities and personality.			
<b>Links to Safeguarding</b>			
<ul style="list-style-type: none"> <li>• Understanding that even when someone is in a position of power, if they make us feel unsafe, then we must speak up.</li> </ul>			
<b>Celebrating Heritage</b>			
<ul style="list-style-type: none"> <li>• Understanding more about Britain’s heritage and why certain locations and dates are considered important.</li> </ul>			