




# Year 4 Learning Overview: 1

Enquiry 1: What is the journey of a raindrop?	Being a Writer: The Miraculous Journey of Edward Tulane	Being an Engineer: Design, Make, Do
<div style="background-color: #00AEEF; color: white; padding: 5px; margin-bottom: 10px;"> <b>6</b> CLEAN WATER AND SANITATION         </div> <p>Year 4's first enquiry allows learners to work as scientists and geographers to understand more about the water cycle; how water is constantly being recycled through processes such as evaporation and condensation.</p>	<div style="display: flex; align-items: center;">  <p>Our first exciting text in term 1 is The Miraculous Journey of Edward Tulane by Kate DiCamillo.. Year 4 will use this text to explore a range of grammatical features such as; compound and complex sentences and expanded noun phrases with prepositional phrases.</p> </div>	<p>To help answer our first enquiry question, children will develop their design technology skills in order to create an interactive children's pop-up book to explain the journey of a raindrop through the water cycle.</p>
<b>Being a Geographer:</b>	<b>Being a Reader:</b>	<b>Being a Computer Technologist:</b>
<p>Building on their work from Year 3, children will delve deeper into their knowledge of rivers, oceans and coasts and learn more about the settlements around them. We will also develop our map knowledge and use fieldwork to identify water courses and their features.</p>	<p>We will then use these skills to write a character description of Edward and our own story re-tell based on a small section of this fantastic novel.</p> <p>Using knowledge from their enquiry, Year 4 will also use their skills to write to inform – they will plan and write explanation texts which educate others on the water cycle and where our clean water comes from.</p>	<p>In Term 1, we will apply our knowledge and understanding of networks to appreciate the internet as a network of networks which needs to be kept secure. Through both online and offline activities, we will learn about who owns content and how to evaluate content online to decide how honest, accurate or reliable it is.</p>
Enquiry 2: Who were more powerful: The Athenians or the Spartans?	Being a Reader:	Being a Theologian:
<div style="background-color: #00AEEF; color: white; padding: 5px; margin-bottom: 10px;"> <b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS         </div> <p>This enquiry lets learners jump into the world of the Ancient Greeks and allows them to make comparisons with all of their historical knowledge from Year 3. Children will explore how the Ancient Greeks used to serve justice and how they are referred to as 'the birthplace of democracy'.</p>	<p>During the first two terms, Year 4 will be focussing on retrieving information and exploring and applying our understanding of vocabulary within a range of texts.</p>	<p>Children will explore the question 'What is a place of worship? Initially, children will focus on a Christian place of worship and its key features and what they symbolise. This will include a visit to St Stephen's church. Children will then move onto looking at the key features of a synagogue. There will be an opportunity to look at similarities and differences as well as occasions for children to reflect on their own understanding.</p>
<b>Being a Historian:</b>	<b>Being a Mathematician:</b>	<b>Being an Athlete:</b>
<p>This enquiry explores the vast differences between two very different societies, the way they lived and their impact on the world. Using a range of sources, learners will explore the two groups and make decisions about who were more powerful. They will argue their points using oracy skills in a live debate.</p>	<p>The first few weeks are all about place value. Learners will develop their understanding of partitioning, the value of a digit in a number and how to compare and order 4-digit numbers systematically.</p>	<p>In Term 1, we will be working on our running, jumping and throwing skills through athletics activities and the assessment and evaluation of our skills. We will also develop our agility, coordination, attacking and defending skills in tag rugby.</p> <p>In Term 2, we will continue to work on our coordination through experimenting with a range of movement patterns in the form of dance. We will also build on our attacking and defending skills in the context of football with a focus on collaboration and communication within a team.</p>