Learning Through Reading

Byron Primary School
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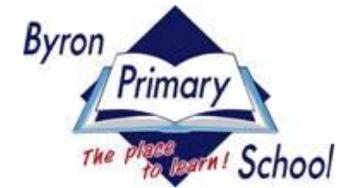
MEDIUM TERM PLANNING

Year: 4   **Term:** Summer   **Theme title:** Saltaire

Purpose: To understand why Saltaire is a World Heritage Site

	Learning Chapter 1 Title: *The New Village* The engagement/'hook' will be: Trip to Saltaire Knowledge organiser Saltaire - timeline etc.	Learning Chapter 2 Title: **Bradford Boy: David Hockney** First-hand experience: Salts Mill Gallery of David Hockney work Knowledge organisers for Hockney / Science sound	Learning Chapter 3 Title: *Cover your ears!* The engagement/'hook' will be: Decibel level reading on Ipads – Can you find the loudest and quietest places in Byron?
Books	The Mill Girl by Sue Reid https://www.literacyshed.com/schooldays.html	Annie – The story of the Victorian mill girl – Margaret Nash Big trees - David Hockney	Non-fiction book and instructional texts Leeds Library Topic books about sound. -Recipe book -instructional books
Reading skills (addressed throughout the curriculum)	• Begins to identify structural features of a wider range of fiction. • Begin to offer reasons for the use of voice and language choices. • Considers the effect of these on the reader. • Begins to comment on overall effect of a text and how the writer has achieved this, justifying opinions.	• Begins to identify structural features of a wider range of non-fiction. • Uses a range of strategies independently to establish meanings of words.	• Begins to identify structural features of a wider range of non-fiction. • Begin to comment on the overall effect of a text and how the writer has achieved this (focusing on organizational features and commands).
Library focus	Features of diaries	Victorian stories	Features of instructional texts
Grammar	• Create more detailed settings. • Spell homophones correctly from KS1 and KS2 list. • Consistently make accurate grammar punctuation choices (GD).	• Spell all words with prefixes and suffixes correctly. • Use standard forms of written English – was, were, should have, going to.	• Spell all words with prefixes and suffixes correctly.

Writing	**Cold Task**: Diary of a week in the Summer holidays **Hot task**: To write a diary entry as a new resident of Saltaire.	**Cold task**: Write a story (use literacy shed / Lowery matchstick men as a stimulus) **Hot task**: Victorian mill story	**Cold task**: How to make a paper mache mask. **Hot task**: Instructions for making ear defenders.
PSHE/BV	*Was it fair to force people to follow the rules of Saltaire village?* (History link) Create their own rules to live in Saltaire's village. **Content** • to research, discuss and debate issues, problems and events. • express their views confidently and listen to and show respect for the views of others.		
Science		*How could the mill workers in the 19th Century protect their ears?* *Use Media museum contact for sound hook* Find the best materials that can be used for creating their own ear defenders Hook: Example of Mill working noise! Possible trip to Industrial Museum (walk there) So chn know volume levels and working mill machines. Time traveler has written a letter to Byron to help him design and make ear defenders for the mill workers in Saltaire 1800's. He wants to know what the best materials that can be used to make the ear defenders. **Content:** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases **Skills:** • Set up a fair test and explain why it is important to do so • Communicate findings in a variety of ways	

		• Talk about how to improve their own work Writing opportunity Write a letter back to the time traveler explaining which is the best material for the ear defenders. Using scientific vocabulary. They can also include a labelled diagram in their letter. (using art skills)	
Computing		**Data Handling** - Based on Bradford TLC *How has the population of Saltaire changed from 1850 to now?* **Content** • Represent data in a database using appropriate data types. • Turn questions into search criteria and use database tools to find answers • Use a spreadsheet to enter data and perform simple calculations. • Convert data in a spreadsheet into different graph types for different purposes. • Bar charts – line charts (Census for Saltaire population) **Skills**	**Data Handling** - Based on Bradford TLC *Create graphs using data from decibel levels around school* **Content** • Represent data in a database using appropriate data types. • Turn questions into search criteria and use database tools to find answers • Use a spreadsheet to enter data and perform simple calculations. • Convert data in a spreadsheet into different graph types for different purposes. • Bar charts – line charts (Census for Saltaire population) **Skills**
History	*Why is Saltaire a World Heritage Site?* **Content:** Local history study **Skills:** • Talk about the past and present using appropriate dates, centuries, BC/AD and time vocabulary • Place people, events and objects that they have found out about on a timeline • Ask historical questions and suggest a wide range of sources of evidence to find answers		

	• Present information about the past using a wide range of methods, that they choose themselves (linked to ICT Data Handling) **Year group skills:** Describe Reason Speculate Summarise		
Geography	*How has Saltaire changed overtime?* **Content:** Understand geographical similarities and differences between settlements Human geography, including: types of settlement, land use. • Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns **Content:** • Human geography, including: types of settlement, land use, economic activity including trade links, and the distribution of natural resources, including resources, including energy, food, minerals and water. Skills • Describe and explain why rivers are important (e.g. settlements, transport, recreation, environmental factors) and the role they play in the water cycle. (**Science link** - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature)		

	Skills • Explain how and why settlements change over time. • Describe environmental issues affecting areas they are studying.		
Art/DT	*To recreate a class piece of Art in the style of David Hockney.* L1: To express my opinion for a piece of art work. L2: To research and collect evidence **Content:** • To create sketch books to record their observations and use them to review and revisit ideas. • About great artists, architects and designers in history. **Skills:** • Use digital cameras to take photos	*To recreate a class piece of Art in the style of David Hockney.* L3: To confidently mix colours to make a range of tones. L4: To use black and white to make lighter and darker shades. (green, blue, orange) L5: To be able to sketch in detail. L6: " (outline) L7: To add colour to our piece of art L8: To appreciate a piece of art. **Content:** • To create sketch books to record their observations and use them to review and revisit ideas. • About great artists, architects and designers in history. **Skills** • Sketch using a variety of media, grades of pencils, lines, patterns, textures and tones	DT: Food – Possible for chn to make bread and butter puddings – Plan, eat and evaluate Morrisons??
RE (Stand-alone)	*To learn about celebrations across different religions* LI: to know what celebrations are and be familiar with a variety of famous celebrations (e.g. birthdays, weddings) LI: to share experiences of what we celebrate within our faith LI; to recognise the key events in the Christian calendar LI: to recognise the key events in the Pagan calendar		

LI; to recognise the key events in the Buddhist calendar

LI: to research a key Christian event and explain in detail how it is celebrated

LI: to research a key Pagan event and explain in detail how it is celebrated

LI: to research a key Buddhist event and explain in detail how it is celebrated

LI: to identify any key dates throughout the year that are significant to all religions

LI: to compare how all three religions celebration one key event differently

Li: to plan our own celebration to celebrate something special in our community

LI: to have a celebration of something special within our community