



'Our place in time'

The lessons I learn now, from the people in the past, will inspire me to be someone extraordinary in the future.



 DELTA
The Vale Primary
Year 4 Cycle A

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A leader, an astronaut, a civil rights activist, an explorer, a mathematician, an architect, an artist, a politician, a teacher, a doctor, a scientist, a conservationist, a CEO.

At The Vale Primary Academy, we are committed to providing a curriculum that provides our children with knowledge and skills across all primary subjects, with the aim of ensuring pupils are ready for the next stage of their lives.

Our curriculum is underpinned by our values of:

- Respect
- Excellence
- Compassion
- Aspire
- Pride

Core Learning

Core learning is integral to the expectation of excellence that runs throughout our curriculum, ensuring that we demonstrate high standards to the children, and that they have high expectations of themselves. There is an emphasis on reading and writing throughout our curriculum, with phonics, maths, science and RE being taught discretely, making cross-curricular links where appropriate. We ensure the effectiveness, and demonstrate impact of our core learning, through rigorous assessment model.

Each **Inquiry** is led by a **Guiding Question**, underpinned by **key questions**, which are used to give children the opportunity to use critical thinking skills while working towards their **written outcome** and **celebration** to answer the question. **Hooks** are used to launch each guiding question and **celebrations** are used to conclude each. **Anchor texts** are used to engage children in their learning across the curriculum, giving all children access to high quality texts to promote a love of reading. We do this by ensuring that core learning is embedded throughout our curriculum, providing pupils with opportunities to practice and refine the skills they have been taught across a range of contexts. The skills, knowledge and conceptual understanding taught in each **Inquiry**, build over time and are supportive of each other. The progression of this **Core Learning** is systematically planned across the school from EYFS to Year 6 to ensure that children can make the links across year groups and subjects. To assist with this, staff and children use inquiry-specific **Knowledge Organisers** to outline the content expectations and vocabulary progression. The use of iterative and interleaving assessment ensures knowledge retention over time, culminating in children being able to make links and draw on knowledge to articulate what they have learnt.

Children at The Vale Academy, leave school with the skills to support them with lifelong learning to ensure they can access wider opportunities in their future lives. Our goal is for them to be employable members of the community, who will make valuable contributions to society. Our children will be challenged, in an environment where they feel safe, and where any mistakes are viewed as part of their learning journey to build resilience and grit.

The Golden Thread

The Golden Thread are delivered through other curriculum areas this allows teachers to incorporate many aspects of SMSC into their teaching. These questions provide opportunities for children and their teachers to discuss aspects of SMSC such as different cultures and beliefs within the community, modern British Values, the world we live in and identifying right and wrong. Most importantly, it gives the children of The Vale an opportunity to be responsible, independent, and invested citizens in the world that they will grow up in.

Service beyond ourselves

Our curriculum encompasses fieldwork with the expectation that our children will work within, and be, active members of the community. This is embraced and encouraged by members of our governing body, who work with our staff to plan community projects. Our **celebrations** and **end outcomes** are designed to work with, and support the wider community, including fund raising and working with local projects and businesses. In doing this, we are creating future global citizens, who will be equipped for the challenges and opportunities of life, in a fast-changing and interdependent world.

Members of Parliament/Councillors and the power and responsibility they have

Equality and Diversity/Activism/Standing up for minority groups

Raising Money for Local, national and International Charities.

Conservation of habitats in the local and wider community

Entrepreneurship and the importance of fiscal responsibility

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SUBJECT AREA	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
INQUIRY QUESTION	What makes leaders great?	Can one person make a big difference?	Why are our communities significant?	How are we designed to survive?	How does the unknown inspire us?	
INQUIRY DRIVER	History	History	Geography	Science	Design and Technology	
SCHOOL VALUE	Respect	Pride	Compassion	Excellence	Aspirations	
FIELDWORK			UK, Europe and Wider World Focus	Yorkshire Wildlife Park		
CASE STUDIES	King Henry VIII and William the Conqueror	Malala Yousafzai and Emeline Pankhurst	UK and Europe	Stone Age	Isaac Newton (Discovery of Gravity) Albert Einstein (advancements in Light theory)	
LIFE SKILLS	Democracy	Public Speaking	Map reading	Empathy/ Critical thinking	Financing/ Budgeting	
SERVICE BEYOND TVPA	MPs/Councillors and the power/responsibility they have.	Equality and Diversity/Activism/Standing up for minority groups.	Raising Money for Charity – Local, national and International Charities.	Conservation of habitats in the local and wider community	Enterprise	
PRIOR LEARNING	That England is part of Great Britain. The names of some Kings and Queens that have ruled in the England. How to use a source to find information out about the past. Important dates and events that happened during the Victorian and Elizabethan Ages. That portraits were used to show what world leaders looked like in the past.	That leaders across the world make important decisions about the countries they rule. Kings and Queens in England have made decisions about religion. That people have civil rights. People in the past have has their civil rights denied by leaders, and have protested against it. Some civil rights have been denied because of race. People have been arrested for defending theirs, and other's civil rights.	The countries that make up the United Kingdom. The capital cities of the 4 countries in the UK. Typical weather patterns of the four seasons. Similarities and differences between the four countries of the UK. What a landmark is, and some local and national examples.	To name a variety of common animals. To split animals into groups (classes). To describe and compare the structure of a variety of common animals. To describe a selection of life cycles. To describe the basic needs of animals, including humans, for survival (water, food and air). The names of parts of the human body.	That Christopher Columbus travelled to other countries and explored the world by ship. That Neil Armstrong travelled to the Moon. That the Moon orbits the Earth. That the Moon and Earth are part of Space. How their achievements of people from the past have made a difference to our World. How to make models of vehicles, and how to join the parts together.	

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<p>WHERE DOES THIS LEARNING FIT IN?</p>	<p>In Inquiry 1, When looking at great historical leaders it is important to look at the time they ruled, the subjects of which they ruled over, the important events during their life and the key decisions they made that shaped theirs and others lives. Linking ideas in Cycle B we will be able to see similarities between different leaders that ruled in different parts of the world and at different times in history? And what lessons can we see being learnt by today's leaders, from the past? All this gives us an invaluable insight into how we could be a leader and how democracy and respect play invaluable roles in the world we live in.</p>	<p>Moving on from Inquiry 1, we will look at how the decisions that are made by world leaders affect the lives of their citizens. In this Inquiry we will look at the responses of those citizens, the actions that have had the most progress towards equality and the lasting figures and symbols that we still debate today. We will investigate how giving groups of people a 'voice' can inspire other people to follow causes and movements for societal change. Can peaceful and non-peaceful protests contribute to changes in society? What challenges have individuals faced and overcome in order to make a difference? Looking at society, and what we believe in, will empower us to learn from the past to stand up for ourselves, and others in the future.</p>	<p>When we look around our world communities, we often think about the physical features, buildings, statues and other monuments that commemorate and represent the past whilst also looking forward towards the future. It is important, as in Inquiry 2, to widen our viewpoint of the world not only from a belief standpoint but from a travel and knowledge perspective. Knowing about our world and where our own communities sit within it, is an important step to understand our own significance and identity whilst also respecting others. Can the geography of a location tell a narrative about its history and how does the human footprint affect the landscape we see?</p>	<p>Laying foundations for Cycle B, we explore living things around the world including Humans. We will learn about habitats and the adaptations living things make to survive in their environments. This will develop further when looking at the advancements in medical science, vaccinations against illness and disease and how the future looks for ever growing world population. How are we as humans similar to that of the animal kingdom and how do our lifestyles impact on our survival? In Inquiry 2 we learnt about how we as a society adapt and survive whilst in this Inquiry we will gain valuable knowledge about our biological adaptations to adapt and survive.</p>	<p>Bringing together the whole of Cycle A, we learn about the risks people have taken to advance the human species, as we know it. Historical figures and explorers risked their lives to learn more about the unknown worlds on and off our planet so that we today can thrive in a forward-facing world. From Inquiry 4, we continue to look at the scientific advancements and ask 'How does the world work?' while studying the founding fathers of physics. We look further afield beyond our own planet and establish an understanding of the true nature of space exploration and the importance this has had on technology over the years.</p>
<p>ANCHOR TEXTS</p>	<p>The King's Stilts by Dr. Seuss The Lost Diary of King Henry VIII's Executioner by Steve Barlow</p>	<p>Little people, big dreams - Emmeline The Making of Mollie by Anna Carey Emmeline and the Plucky Pup by Megan Rix The right to learn by Rebecca Ann Langston-George</p>	<p>The Abominables by Eva Ibbotson The boy at the back of the class by Onjali Q Rauf Teacup by Rebecca Young & Matt Ottley</p>	<p>Charlotte's Web by E.B.White Journey to the River Sea by Eva Ibbotson The Lost Words by Robert McFarlane</p>	<p>The Speed of Starlight by Colin Stuart A World of Discovery by Richard Platt The Matilda Effect by Ellie Irving The Element in the Room by Mike Barfield</p>

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		Malala's magic pencil by Malala Yousafzai				
HOOK CELEBRATION	Royal Armouries visit Royal banquet	Guest speaker (women's role) Curriculum showcase	Fairburn Ings Charity event (cake sale etc)	Eureka Visit Stone Age Showcase	Star Gazing (in school) Wacky Races (space vehicle)	
DELTA STRATEGY READ	Iron Man		Kindle Krax		Harry Potter and the Philosopher's Stone	
WRITING OUTCOMES	<p>Fiction: Cinderella Story pattern: - rags to riches Focus: Setting description (Y1, Y2, Y3)</p> <p>Fiction: Elf Road Story pattern: portal story Focus: Description (people and places)</p> <p>Non-Fiction: Recount in the form of a newspaper report (Y1, Y2, Y3) Non-Fiction: Instructions (Y1, Y2, Y3)</p>		<p>Fiction: Matala Comes to Supper Story pattern: Character flaw Focus: Character description (Y1, Y2, Y3)</p> <p>Fiction: Staying Out Story pattern: Wishing tale Focus: Dialogue (Y1, Y2, Y3)</p> <p>Non-Fiction: Explanation (Y1, Y2, Y3) Non-Fiction: Information (Y1, Y2, Y3)</p>		<p>Fiction: Zelda Claw Story pattern: Tale of fear Focus: Openings and endings (Y1, Y2, Y3)</p> <p>Fiction: Adventures at Sandy Cove Story pattern: Finding tale Focus: Suspense and action (Y1 scariness, Y3)</p> <p>Non-Fiction: Discussion (Y1, Y2, Y3) Non-Fiction: Persuasive advert (Y1, Y2, Y3)</p>	
EGPS	<p>Fiction</p> <ul style="list-style-type: none"> -adjectives and descriptive devices -verb form -nouns and pronouns -fronted adverbials (comma) -adverbials to show time, place and manner (fronted or not) -paragraphs (organising) -similes and metaphors to describe -direct speech to show character 	<p>Non-fiction</p> <ul style="list-style-type: none"> - verb inflections -adverbial phrases - fronted adverbials (commas) -adverbs for clarity of meaning -the use of pronouns to avoid repetition -facts and opinion -paragraphs to organise information -apostrophes for possession (singular and plural) 	<p>Fiction</p> <ul style="list-style-type: none"> -noun phrases -similes and metaphors -organise writing around paragraphs -direct speech to convey character -fronted adverbials to begin to show time, place and manner. -prepositions 	<p>Non-fiction</p> <ul style="list-style-type: none"> - adverbial phrases (comma) -nouns and pronouns -adjectives (subject specific) -descriptive devices 	<p>Fiction</p> <ul style="list-style-type: none"> -fronted adverbials (comma) -similes and metaphors -apostrophes for possession (singular and plural) -direct speech focusing on the different parts of speech and accurate punctuation. -rich and varied vocabulary 	<p>Non-fiction</p> <ul style="list-style-type: none"> - apostrophe for plural possession. -organise writing using paragraphs -a range of conjunctions

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SPELLING SHED	Lists 1-6	Lists 7-13	Lists 14-20	Lists 21-26	Lists 27-31	Lists 32-36
ALAN PEAT SENTENCES	3_ed sentences Verb, person sentences Ad, some and sentences		Double ly ending sentences Emotion word. (comma) sentences		The more, the more sentences _ing, _ed Last word, first word	
MATHEMATICS	Number: Place Value Number: Addition and subtraction	Measurement: Length and Perimeter Number: Multiplication and division.	Number: Multiplication and Division Measurement: Area	Number: Fractions Number: Decimals	Number: Decimals Measurement: Money Measurement: Time	Statistics Geometry: Properties of Shape Geometry: Position and Direction
SCIENCE	Living things & their habitats	States of matter	Sound	Animals, including humans	Electricity	
PE	Real PE Personal	Real PE Social	Real PE Cognitive	Real PE Creative	Real PE Applying Physical	Real PE Health and Fitness
SMSC GOLDEN THREAD	What does it mean to be British?	Is Great Britain truly great?	Should Power reside in the few?	Do all actions have positive outcomes?	What is my role in addressing climate change?	How can I make the world a better place?
RSHE	What is important to me?	Playing Safe	Making choices	Physical health and wellbeing	Saving, spending and budgeting	Emotions
ART AND DEISGN TECHNOLOGY	Portraits Leonardo Da Vinci and Hans Holbein	Activist Art Banksy	Landmarks (Europe) Stephen Wiltshire	Animal Sculptures Damien Hirst	Construction Vehicle Invention	
RE	Belief in the community What does it mean to belong to a faith?		Saints and heroes What makes a hero?		Our world What do religions teach about caring for our world?	
MUSIC	Charanga Mamma Mia Glockenspiel Stage 2		Charanga Stop! Lean On Me		Charanga Blackbird Reflect, Rewind and Replay	
COMPUTING	We are software developers		We are bloggers		We are meteorologists	
MFL (SPANISH)	Phonetics Lessons 1&2 Fruits	Vegetables	Ancient Britain	Presenting Myself	Classroom	Family