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| <b>Enrichments</b>                         |
| Trip to New Brighton                       |
| Residential for two nights to Barnstondale |

Did New Brighton always look like this?

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| <b>Key texts</b>                                |
| <i>Why the Whales Came</i> - Michael Morpurgo   |
| Non-Fiction material of History of New Brighton |
| <i>The Blue Whale</i> by Jenni Desmond          |

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|                       | <b>Word of the week</b> Summer 1 Summer 2 |                   |                      |                    |                          |                        |
| <b>Week 1</b>         | <b>Week 2</b>                             | <b>Week 3</b>     | <b>Week 4</b>        | <b>Week 5</b>      | <b>Week 6</b>            | <b>Week 7</b>          |
| charisma<br>uncertain | far-fetched<br>sprawl                     | heave<br>shameful | severe<br>jeopardise | cumbersome<br>sift | non-existent<br>superior | everlasting<br>supreme |

|   | What will I know?  | How will I learn it?   | Vocabulary  |
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| <p><b>History</b></p> <p><i>How has our coast line changed?</i></p> <p><b>Golden Thread:</b><br/>Social Justice</p> | <p>- Divides recent history into present, using 21<sup>st</sup> century, and the past using 19<sup>th</sup> and 20<sup>th</sup> centuries. (CU)</p> <p>- to ask questions (HE)</p> <p>-to show knowledge and understanding by describing features from past societies and periods (KU)</p> <p>-to identify beliefs and attitudes and experiences of men, women and children from the past (KU)</p> <p>-Give reasons why changes occurred during a time period (KU)</p> <p>-Give reasons why there may be different</p> | <p><b>Where does the growth and decline of New Brighton fit on a timeline?</b><br/>Create a timeline to support understanding of how changes in New Brighton fit in with events in British history. (to serve wealthy merchants from Liverpool, through to the decline-cheaper air fairs/package holidays/foreign holidays and the renaissance/regeneration from 2009 onwards)</p> <p><b>How did New Brighton become a popular seaside resort?</b><br/><a href="http://www.visitnewbrighton.com/history">http://www.visitnewbrighton.com/history</a></p> <p><b>Study James Atherton-</b> Liverpool merchant, who in 1830, purchased much of the land at Rock Point, which enjoyed views out to sea and across the Mersey and had a good beach. His aim was to develop it as a desirable residential and watering place for the gentry, in a similar way to Brighton, one of the most elegant seaside resorts of that Regency period – hence "New Brighton" Primary and secondary sources of James Atherton and how he developed New Brighton- link to British events and technologies. <b>Golden</b></p> | <ul style="list-style-type: none"> <li>● recent history</li> <li>● time difference</li> <li>● shape our lives</li> <li>● accurate picture of the past</li> <li>● version</li> <li>● historical argument</li> <li>● point of view</li> <li>● achievements</li> <li>● infer</li> <li>● effects</li> <li>● continuity</li> <li>● settlements</li> <li>● culture</li> <li>● consequences</li> </ul> <p>(plus seaside, resort, population, mercantile, entertainment, leisure, recreation,</p> |

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|   | <p>accounts of history (HI)</p> <p>-Describe how some of the past events/people affect life today. (KU)</p> <p>- Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. (KU)</p>  | <p><b>Thread: Social Justice</b></p> <p><b>The rise, fall and rebirth of New Brighton-</b> Victorian seaside resort (New Brighton Tower, ballroom, pier, Beatles performances, demolition of tower, decline in tourism, storm damages, regeneration)- interview residents of Mother Redcaps nursing home- memories of New Brighton in the past.</p> <p><b>Golden Thread: Social Justice</b></p> <p><b>Pirates in New Brighton? <a href="http://hiddenwirral.org/new-brighton-smugglers">hiddenwirral.org/new-brighton-smugglers</a></b><br/>Study the legend of Mother Redcap and the Smugglers’ Tunnels. Visit the original entrance to Mother Redcaps and the location of the tunnels during our visit to New Brighton- meet local historian to hear about the pirates in New Brighton.</p>   | <p>promenade, pier, Victorian period, smugglers)</p>   |
| <p><b>Geography</b></p> <p><b>How has our coast line changed?</b></p> | <ul style="list-style-type: none"> <li>• describe how people have been affected by changes in the environment( HP)</li> <li>• Understand and use a widening range of geographical terms(GSF)</li> <li>• Understand the effect of landscape features of the development of a locality (HP)</li> <li>• Know about the wider context of places – regions – countries(PK)</li> </ul> | <p><b>Where is New Brighton in the UK?</b> Study maps of Wirral and UK. Geographical features- peninsula –estuary. Identify rivers and seas, nearby towns and Liverpool on map- label coastal features.</p> <p><b>What’s in New Brighton?</b> Study O.S map of the seaside town- learn symbols of O.S map- children to use a key using symbols and grid references to create own map of New Brighton. Use grid references to give directions to places in New Brighton.</p> <p><b>How has the shape of New Brighton changed physically?</b> Look at photographs of New Brighton from beginning of 20<sup>th</sup> century- identify leisure, entertainment, housing, shoreline and compare to photographs of 1980’s and modern day. Create a graph to compare tourism popularity.</p> <p><b>Golden Thread: Social Justice</b></p> <p><b>What are the dangers of living on a coast?</b> Study the impact of the storm in 1989 and its impact upon the seaside town- the flood damage, loss of businesses and decline in tourism. Gather information from family members and local residents who remembered this event/storm- what was the impact? Children to write a newspaper report/present a TV news report about the storm.</p> | <p>coastal, defences, smugglers, erosion, cliff, cove, cave, bay, peninsula, headland, dune, rock pool, River Mersey, River Dee, tides, water currents, geology, corrosion, estuary.</p> |

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| <p><b>Art / DT</b></p>  | <p>Printing<br/>Textiles<br/>DT (cooking)</p>   | <ul style="list-style-type: none"> <li>● <b>Focus: Printing</b></li> <li>- Printing - Lighthouse printing. - Wallpaper. William Morris.</li> <li>- <b>Focus: Textiles</b></li> <li>- Design a reusable canvas bag. Sewing on patterns. Using materials collected from bags.</li> <li>- <b>Focus: Cooking</b></li> <li>- Baking bread rolls/different grains and yeast</li> </ul> <p><b>Focus artist/designer:</b> Local artist -Ian Fennelly/John Foreman/ Zaha Hadid (Modern architect) Maxwell and Tuke (Architects that designed the original New Brighton Tower)</p> <p><b>Craft Makers:</b> Metalworking</p> | <p><b>Printing:</b> print, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, cloth, pattern, press, lift, repeat, rotate, mono-print, two-tone print, imprint, impression, mould, marbling, background, absorb, stencil, negative/positive image, pounce, linear, manipulate, block, repeat, continuous, cylinder</p> <p><b>Collage and Textiles:</b> fabric, colour, pattern, shape, texture, glue stick, scissors, sew, needle, felt, hessian, scraps, wool, yarn, thread, fur, tweed, silk, satin, net, weave, mixed media, collage, applique, layers, combine, opinion, tie-dye, natural, synthetic, bunching, dip, soak, resist, stitching, embroidery, cross stitch, running stitch, stem stitch, shrunken, matting, daub, emblem, motif, ornamentation, geometric, stylised, abstract</p> |
| <p><b>Computing</b></p> | <p><b>Modelling:</b></p> <ul style="list-style-type: none"> <li>● enter data into a spreadsheet</li> <li>● change data and observe changes in results</li> </ul> <p>use results to solve problems</p> <p><b>Data logging:</b></p> <ul style="list-style-type: none"> <li>● to attach a sensor to a device connected to a computer and take readings</li> <li>● to take both snapshot and continuous data</li> <li>● to take readings while connected to the computer and away from the computer, downloading to view graph</li> </ul> | <p>Can I use a spreadsheet to log and analyse data?</p> <p>Can I use a sensor to collect data?</p>  | <p>repeat commands, conditional commands, procedure</p>  |

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|                | <ul style="list-style-type: none"> <li>to read and interpret bar and line graphs created through data logging, to draw conclusions to experiments</li> </ul>  | Can I download to view, interpret and draw conclusions from experiments?   |  |
| <b>Music</b>   | <p><b>Singing</b>(as before &amp;) – how do songs and their varying styles connect to the world?</p> <p><b>Musicianship</b> – read notation &amp; write a simple rhythmic score</p> <p><b>Instrumental</b> – play as part of a 4-part ensemble, by ear or reading notation.</p> <p><b>Improvise</b> – over a groove</p> <p><b>Composition</b> - Use music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:</p> | <p>Focus: Composition.</p> <p>Can I use my knowledge of notation, rhythm and structure to capture and combine sounds?</p> <p>Can I use my knowledge of scales and tonality to compose an accompaniment to a song?</p> <p>Can I use my knowledge of metre and styles of music to create a melody?</p>   | unison, octave, crescendo, improvise, tempo, pitch, melody, harmony, appraise, canon, compose, perform, notation, time signature |
| <b>Science</b> | <p><b>Living Things and their Habitats</b></p> <p>-Recognise that living things can be grouped in a variety of ways</p> <p>- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>-Recognise that environments can change and that this can sometimes pose dangers to living things.</p>   | <p>Observe plants and animals in different habitats throughout the year. Compare and contrast the living things observed.</p> <p>Use classification keys to name unknown living things.</p> <p>Classify living things found in different habitats based on their features.</p> <p>Create a simple identification key based on observable features. Use fieldwork to explore human impact on the local environment e.g. litter, tree planting.</p> <p>Use secondary sources to find out about how environments may naturally change.</p> <p>Use secondary sources to find out about human impact, both positive and negative, on environments</p> | classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate                  |

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|  | <p><b><u>Electricity</u></b></p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> | <p>Construct a range of circuits.</p> <p>Explore which materials can be used instead of wires to make a circuit.</p> <p>Classify the materials that were suitable/not suitable for wires. Explore how to connect a range of different switches and investigate how they function in different ways.</p> | <p>electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol</p> |
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|   | What will I know?  |  | How will I learn it?   |
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| <b>Maths sequences</b>                              | <b><u>Arithmetic /Mental/fluency</u></b><br><b><u>Graphs</u></b> <ul style="list-style-type: none"> <li>Interpret picture graphs and bar graphs.</li> <li>Line graphs and how they are used to measure change over time.</li> <li>interpret line graphs and use information collated in a table to draw a line graph.</li> <li>make predictions based on trends identified in data.</li> </ul> <b><u>Time</u></b> <ul style="list-style-type: none"> <li>how to use both the 12-hour clock and the 24-hour clock.</li> <li>convert between units of time, such as minutes and seconds, and hours and minutes.</li> <li>solve time problems involving conversions and will calculate durations of time in relation to word problems.</li> </ul> |  | MNP lessons – 5 lessons per week. Chapters 3, 4, 6.<br>Daily fluency practice – mornings.<br>Times tables testing – half termly and teaching.<br>Times tables practice daily/weekly. |
|   |  |  | Mental methods taught from Year 4 progression document –practise through daily fluency sessions.<br>Booster groups: daily over-learning, off-track, greater depth                    |
| <b>English sequences</b><br><br><u>Summer focus</u> | <u>GPAS</u>  | Fronted adverbials, paragraphs, appropriate choice of pronoun or noun, inverted commas and other punctuation to indicate direct speech, apostrophes for plural and possessive ‘s’, determiner, pronoun, possessive pronoun, adverbial, expanded noun phrases, use of Standard English. | Once per week discrete teaching as well as daily application through writing lesson  |
|   | <u>Reading</u><br><i>Why The Whales</i>  | <ul style="list-style-type: none"> <li>Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words to include</li> </ul>  | VIPER questions : once per week<br>Reading for pleasure: Daily timetabled reading sessions   |

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|  | <p><i>Came by Michael Morpurgo</i></p> <p><i>History of New Brighton material online</i></p> <p><i>The Blue Whale by Jenni Desmond (non-fiction)</i></p> | <p>re-, sub-, inter-, super-, anti-, auto-, -ation, -ous;</p> <ul style="list-style-type: none"> <li>• Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.</li> <li>• Ask reasoned questions to improve understanding of a text.</li> <li>• Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by reading a</li> </ul> | <p>1:1 Reading: Weekly (more often for less competent readers)</p> <p>Whole class reading for English: Daily reading session</p> <p>GD booster session once per week</p> |
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|  |  | <p>wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <ul style="list-style-type: none"><li>• Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</li><li>• Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.</li><li>• Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.</li><li>• Understand what he/she reads by asking questions to improve his/her understanding of texts of increasing complexity.</li><li>• Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</li><li>• Understand what he/she reads by predicting what might happen from details stated and implied.</li><li>• Understand what he/she reads by identifying</li></ul> |  |
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|  |                       | <p>main ideas drawn from more than one paragraph and summarise these.</p> <ul style="list-style-type: none"> <li>• Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.</li> <li>• Retrieve and record information from non-fiction over a wide range of subjects.</li> <li>• Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</li> </ul> |   |
|  | <p><u>Writing</u></p> | <ul style="list-style-type: none"> <li>• Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Plan his/her writing by discussing and recording ideas.</li> <li>• Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures with reference to English Appendix 2</li> <li>• Draft and write by organising paragraphs around</li> </ul>   | <ul style="list-style-type: none"> <li>• Character description of Birdman</li> <li>• Comparison of Samson Island to Bryher- retrieve information from isles of Scilly tourist board</li> <li>• Persuasive writing: travel brochure to visit Isles of Scilly</li> <li>• Create a dialogue between Gracie, Daniel and Gracie's parents to detail what they have discovered from their meeting with the Birdman.</li> <li>• Convert dialogue into playscript</li> <li>• Non-Fiction fact gathering from The Blue Whale by Jenni Desmond</li> </ul> |

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|  |                | <p>a theme.</p> <ul style="list-style-type: none"> <li>• Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</li> <li>• Draft and write non-narrative material, using simple organisational devices.</li> <li>• Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.</li> <li>• Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</li> <li>• Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.</li> <li>• Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</li> </ul> | <ul style="list-style-type: none"> <li>• Report writing on whales</li> <li>• Oracy- debate about whale hunting</li> <li>• Writing for Pleasure (free writing)</li> </ul> |
|  | Vocab/Spelling | <p>Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.</p> <p>Understand and add the suffixes -ation, -ous. I can understand and add the suffixes -ation, -ous. Add endings</p>  | <p>Word of the Week</p> <p>Scode Spellings 3 x 20 minute sessions per week</p>   |

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|  |  | <p>which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.</p> <p>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</p> <p>Spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's</p> <p>Spell more complex words that are often misspelt with reference to English Appendix 1.</p> <p>Spell words with the 's' sound spelt 'sc' e.g. science, scene.</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary.</p> <p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p> |  |
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