

<p><b>Immersion into context</b></p> <p>Forge Mill Visit Library Visits-</p> <ul style="list-style-type: none"> <li>• To investigate and interpret the past</li> <li>• To build an overview of world history</li> <li>• To understand chronology</li> <li>• To communicate historically</li> </ul>	<p style="text-align: center;"><b>Year 4</b> <u>KS2 – Year 4 – Cycle 1</u></p> <p style="text-align: center;"><b>Victorian Redditch</b></p> <ul style="list-style-type: none"> <li>• A local history study. 3 weeks</li> </ul> <p><b>Outcome/Outcomes of sequence of learning</b></p> <ul style="list-style-type: none"> <li>• Reading for meaning</li> <li>• Note taking</li> <li>• Non Chronological report</li> </ul> <p><b>AfL – next steps for rapid progress</b></p> <p>Do you know it? Do you understand it? Can you use it? Can you compare, contrast or infer? Can you create something new? Can you evaluate it against set criteria?</p>	<p><b>Reading into writing opportunities /reading possibilities</b></p> <p><u>Non fiction</u></p> <ul style="list-style-type: none"> <li>- • Use organisational devices such as headings and sub headings.</li> </ul> <p>Imitate- Looking at the jobs in Forge Mill Innovate- The work of chimney sweep Independent-Being a street child</p> <p><u>Reading historical fiction</u></p> <p>Reading for meaning</p> <ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul> <p>Focus on presentation.</p> <p>Organising Writing</p> <p>Using Topic Language.</p>
<p><b>Related texts</b></p> <p>Non-fiction texts</p> <p>Street Child- historic fiction</p>	<p><b>Role play and spoken language</b></p> <p>Role play in Forge Mill- needlemaker</p> <p>Drama activities for Street Child- empathy, freeze frame, conscience alley, thought bubbles, miming actions</p> <p>Learning the language for</p> <ul style="list-style-type: none"> <li>*Useful generalisers</li> <li>*Vary sentence openings</li> <li>*Comparison language</li> </ul> <p>Justification language structures.</p>	<p><b>Contextualised grammar teaching</b></p> <p>Commas in a list; commas to separate clauses</p> <p>Homophones</p> <p>Paragraphs</p> <p>Linking Conjunctions</p> <p>Phonics- Year 2 Intervention</p> <p>Year 3/ 4 Spelling rules</p>

**Cross Curricular links**

History

Time line/ Chronological order

Describe changes that have happened in the locality of the school throughout history.

Science

Sound

Geography

Maps of local area

Computing

Understanding computer networks, the internet and provision of multiple services

Games and Paraolympics

RE

L2.2 Why is the Bible so important to Christians today?

DT

Making meals from given workhouse amounts.

Pulleys and wheels

Music

Music Express and Ocharina (Kestrels)

PSHE

New Beginnings (SEAL)

**Immersion in vocabulary**

Questions about change, cause, similarity and difference, and significance

Enquiry, source, evidence, primary source, secondary source

Artefact

workhouse, poverty, needle industry, scourers, pointers, injuries,

occupation, local vicinity, locality, change, development, industry,

mill, water power, local, town, village, countryside, industrial,

factory, out-sourcing,

chimney, chimney sweep, child labour, weaving, hardship, shilling,

working conditions,

Vibration, sound waves, air molecules, materials, soundproof