

Year Group - 4	Term – Autumn 1	Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Name of Unit Overview – Race to the Frozen North		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Context, Big Questions and Wider World impact

- ✓ To immerse the children in quality texts and inspire imagination and creativity
- ✓ Are there places left to explore?
- ✓ What was the impact of exploration?
- ✓ What drives people to explore?
- ✓ Is there still a place for exploration in the 21st Century?

Subject specific learning areas

Science		Suggested journey of the unit
Prior learning and where the objectives are revisited later in the year.	Key year group learning	
Previous years – KS1	<p>Can we?</p> <ul style="list-style-type: none"> • Explain the differences between solids, liquids and gases? • Understand the properties of a gas • Understand the properties of a solid • Understand the properties of a liquid • Explain what causes a change in state • Explain the unique property of water 	<p>Week1</p> <ul style="list-style-type: none"> - Literacy – comprehension on Penguins and Neil Armstrong - PSHE – cultures and values lessons throughout week – children have been able to explore differences <p>Week 2</p> <ul style="list-style-type: none"> - Literacy – exploring ‘Leaf’ a fictional story as a scaffold for a class write the following week – links to polar regions (Topic); feeling lost/making friends (PSHE) and climate change. - Topic hook: scavenger hook
Humanities – History		
Prior learning and where the objectives are revisited later in the year.	Key year group learning	

<p>Previous years</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>Can we....?</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of British and world history To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> Week 3 Literacy – Class write based on ‘Leaf’ – children supported to change animal, habitat or problem. Supports understanding of changing environments and Art – Finish a picture – Frozen North Landscape Topic- mind mapping what children know and finding out what they would like to know – Christopher Columbus 	
<p>Art and Design & Design Technology</p>			
<p>Prior learning and where the objectives are revisited later in the year.</p>	<p>Key year group learning</p>		
<p>Previous years</p> <ul style="list-style-type: none"> Sketching Painting Materials 	<p>Can we....?</p> <ul style="list-style-type: none"> Create a self-portrait using our observational skills Himalayas mountain art based on the work of Russian artist Roerich. Seascapes based on the work of artist Emilee Williams 	<p>Week 4</p> <ul style="list-style-type: none"> Literacy – Haiku Art – starting self portrait Science – looking at the differences between the three states of matter Topic – Amelia Earhart <p>Week 5</p> <ul style="list-style-type: none"> Literacy – Descriptive setting – scaffolded Science – investigating gases Art – completion of self portraits Topic – Bessie Coleman 	
<p>Computing and Technological Understanding</p>			
<p>Prior learning and where the objectives are revisited later in the year.</p>	<p>Key year group learning</p>		
<p>Previous years</p>	<ul style="list-style-type: none"> Learn how to search the web effectively. Learn about the importance of only joining and using child-friendly websites. Understand that there are consequences for making bad decisions online eSafety including social media 		<p>Week 6</p> <ul style="list-style-type: none"> Literacy – Writing to entertain – writing an adventure story opening - independently Art - Himalayas mountain art Science – heating and cooling Topic – Edmund Hillary/Everest Discovery <p>Week 7</p> <ul style="list-style-type: none"> Literacy – writing to inform – a diary entry Art – seascapes based on Emilee Williams Science – wonderful water Topic – Armstrong and Peake

Vocabulary Oracy activities	Parlour escaping chimneys hunkered creased restless polished underneath languages harpoons carpenter reckoned clouded thumping navigation aplenty harbour sprain vessel schooner valet continent telegram	interesting equipment errand enormous expedition glaciers groaned yelped Innuit crevasses cooped incredible frost bite medicine stretches respected farewell trekking clattered compass assure Admiral	Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?	What do they need to know: how to find countries on a map; how to find appropriate and high-quality information about famous explorers. How are you going to motivate and inspire learning within the topic: high-quality teacher knowledge to challenge and deepen children's knowledge and interest; well-planned and a range of diverse activities to expose children to new experiences;
			Trips/ Visits / Experiences	Sleep over in school: star gazing, reptile experience, outdoor games, camp-style tea time. Later in the year we are also planning a Roman workshop (external) and an in-school Greek Day – both of these will look at inspirational people and new discoveries. The Greek Day will allow children a chance to try some 'Greek mezze' foods and learn part of the Modern Greek Language.
Discrete subject learning focus areas				
Music	Sing Up lessons		RE	Discovery RE – Judaism Investigating the relationship Jews have with their God
PE	Real PE		PSHE	Friendship Gender stereotypes
MFL	Spanish – Languages Angels			
Final quality products				
Final quality products	Non-chronological report of an Explorer Quality artwork for display Video of singing performance		Home learning opportunities	Six-week project to investigate an explorer of choice and produce a presentation of their learning in a media of their choice.
Enriching our curriculum and personal development opportunities.				
Prior opportunities	Experience		Learning to come from those activities	
Literacy/Guided Reading	In the first week back to school we looked at penguins, polar habitats and Neil Armstrong through reading lessons.		Children were able to retrieve and copy information to answer specific questions.	

	Children answered questions relating to the information in the text enhancing their ability to skim and scan for appropriate information relating to the subject	Children were encouraged to sequence and order information from the text and; children were supported to find information under a specific heading and explain which reading skills they used (skimming/scanning etc).
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