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| **Year Group - 4** | | | **Term – Autumn 2** | | |  |  | | --- | --- | | **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.** | | **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.** | | | |
| **Name of Unit Overview –**  **Race to the Frozen North** | | **C:\Users\local_jvenediktou\INetCache\Content.MSO\DD320B30.tmp** | | |
| **Context, Big Questions and Wider World impact**   * To immerse the children in quality texts and inspire imagination and creativity * How do we map our world? * What do we use globally to help us travel the world? * Why do we use latitude, longitude and time zones? * How did explorers of the past know where they were? | | | | | | | |
| **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** | | **Can we ….?**   * Explain where electricity comes from * Explain what an appliance is and how they are powered * Successfully build an electrical circuit * Explain the differences between conductors and insulators * Explain the use of electrical switches * Examine, improve and repair electrical circuits | | | | | **Week 1**   * Literacy – investigating adventure stories and working collaboratively to produce a class adventure story. * Art – Himalayan mountain art * Topic- Locating the countries and capital cities of the UK.   **Week 2**   * Literacy – creating independent adventure stories with the audience of year 3. * Art – Himalayan Mountain art * Science – explore ways electricity is generated * Topic – Locating and naming some of the countries in Europe, their capital cities, rivers and mountain ranges.   **Week 3**   * Literacy – writing to inform – Newspaper article * Science – investigating electricity in our everyday lives * Art – Seascapes based on the work of artist Emilee Williams * Topic – Lines of latitude and longitude including the Equator, Arctic circle and Tropics   **Week 4**   * Literacy – writing to inform – Newspaper article based on the Everest Climb * Art - Seascapes based on the work of artist Emilee Williams * Science – Electrical circuits * Topic – Time zones   **Week 5**   * Literacy – Test Week * DT – Planning maps of the world * Science – Investigating conductors and insulators * Topic – Locating 8 points on a compass and using grid references.   **Week 6**   * Literacy – Writing to persuade – Application Letter * Science – Looking at the use of switches * DT – Creating 3D maps of the world   **Week 7**   * Literacy – Writing to persuade – Application Letter to join a famous explorer on their adventures. * Topic – Creating our own maps * Science – fun experiments |
| **Humanities – Geography** | | | | | | |
| **Prior learning and where the objectives are revisited later in the year.** | | **Key year group learning** | | | | |
| **Previous years** | | **Can we….?**   * Locate the countries of the UK and their capital cities plus some physical features such as rivers and mountains. Also name the seas around the UK * Explain the difference between Great Britain, the UK and the British Isles. * Locate and name some of the countries of Europe, their capital cities, rivers and mountains * Understand the use of lines of latitude and longitude including the equator, arctic circle and tropics * Understand why we have different time zones * Locate 8 points on a compass and use grid references to locate things on a map * Use maps, atlases, globes and digital media to locate countries of the world | | | | |
| **Art and Design & Design Technology** | | | | | | |
| **Prior learning and where the objectives are revisited later in the year.** | | **Key year group learning** | | | | |
| **Previous years**   * Sketching * Painting * Materials | | **Can we….?**   * Himalayas mountain art based on the work of Russian artist Roerich. * Seascapes based on the work of artist Emilee Williams * Create a 3D map of the world and plot the journeys of key explorers | | | | |
| **Computing and Technological Understanding** | | | | | | |
| **Prior learning and where the objectives are revisited later in the year.** | | **Key year group learning** | | | | |
| **Previous years** | | * 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 | | | | |
| **Vocabulary**  **Oracy activities** | Sledge  Golf trolley  Huskies  Breed  Portholes  Steering  Aberdeen  Mast  Hammock  Promptly  Wobble  Voyage  Ambition  Overboard  Expedition  Lash  Lifeboat  Grudge  Fidgeted  Telegram  Keen  Provisions  Glacier  Crevasses  Despondent  Melancholy  Enthusiasm  Unconscious  Magnificent | | | Fierce  Lonely  Lilac  Crimson  Gale  Snowcaps  Expressions  Batten down the hatches  Lump in my throat  Keep spirits up  Penguin  Polar bear  North and South pole  Pole  Seagulls  Porpoise  Sheep  Ridiculous  Upside down  Right way up  Barrels  Calm  Shark  Arctic foxes  Seals  Walrus  Wolves  Igloo | **Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?** | Two DT days dedicated creating 3D maps of the world. | |
| **Trips/ Visits / Experiences** | In school sleepover in the style of plane crash.  Including:   * The Reptile Man * The Astronomy Group * Smore cooking over the campfire * Dinner provided (jacket potatoes) * Glow paint and fun! | |
| **Discrete subject learning focus areas** | | | | | | | |
| **Music** | Guitar lessons | | | | **RE** | Discovery RE – Christianity  Investigating the relationship Christians have with their God | |
| **PE** | Jasmine Real PE | | | | **PSHE** | Friendship  Gender stereotypes | |
| **MFL** | Spanish | | | |  |  | |
|  | | | | | | | |
| **Final quality products** | Published biography  Quality artwork for display  Video of guitar performance | | | | **Home learning opportunities** | Six week project to investigate maps and the journey made by an explorer of their choice. | |