



Year Group	Term (Autumn/Spring/Summer)	Theme	Subject	Key Knowledge	Key Skills	Key Vocab
Year 4	Spring	Extreme Environments	History	NA		
Year 4	Spring	Extreme Environments	Geography	<p>To know the names and sources of digital maps.</p> <p>To know the geographical reasons why Oymyakon is the coldest habituated place on Earth.</p> <p>To know the different environmental regions of Europe.</p> <p>To know the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>To be able to locate the world's countries, using maps, to focus on Europe.</p> <p>To be able to locate Russia using a digital map.</p> <p>To be able to research and describe the coldest habituated place of Earth, Oymyakon.</p> <p>To be able to locate North and South America.</p> <p>To be able to identify and explain the key physical and human characteristics of the countries in Europe.</p> <p>To be able to explore, compare and contrast the countries and cities for the continents Europe, South America and North America.</p>	<p>urban, rural Northern hemisphere, Southern hemisphere</p>
Year 4	Spring	Extreme Environments	RE	<p>To understand if joining the Khalsa makes a person a better Sikh</p> <p>To understand why Sikhs think it is important to share</p> <p>To understand if it possible for everyone to be happy</p> <p>To understand what Buddhists, do to make the world a better place</p> <p>To understand how Buddhist, lead a good life</p>	<p>Be able to use religious keywords, to explain what religious people believe about the nature of God</p> <p>Be able to use religious keywords, to explain why scripture and the lives of founders are so meaningful to the lives of believers today</p> <p>Be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to God</p> <p>Be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to each other</p> <p>Be able to make links between religious stories and how they are connected to the believer's lives</p> <p>Be able to use the correct vocabulary to describe and compare different religions and practises</p> <p>Be able to use religious keywords and references to scripture, to explain why religious believers celebrate and practise their way of life and why they freely choose to observe religious rules</p> <p>Be able to understand a religious teaching from scripture or a religious teaching from a religious leader, and explain how this teaching has changed your mind in some way</p> <p>Be able to express own views on ways on life using a range of media</p> <p>Be able to explain religious beliefs in own words</p> <p>Be able to consider a whole range of ideas and beliefs about the meaning, purpose and truth from different religions and relate these ideas to your own</p> <p>Be able to explain, referring to a variety of religious and moral teachings and points of view, why some questions about right and wrong are a challenge to answer</p> <p>Be able to show one teaching can be interpreted in a number of different ways by people of the same religion and by people in different religions</p> <p>Be able to offer an opinion on religion and support their views with facts and evidence</p> <p>Be able to confidently ask questions about the results of different decisions referencing them to different religious beliefs</p>	<p>Guru Nanak, Amrit, 5Ks, langar, Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.</p> <p>Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation</p>

Year 4	Spring	Extreme Environments	Art	<p>Know about how light sources create shadows</p> <p>Know that perspective can be created through using construction lines</p> <p>Know which colours go together to create secondary colours</p> <p>Know how to successfully construct a sketchbook</p> <p>Know the difference between natural and manmade</p> <p>Know who Escher was and his ideas on tessellation</p>	<p>Drawing</p> <p>As Year 3, plus</p> <p>Identify and draw the effect of light (shadows) on a surface, on objects and people</p> <p>Introduce the concepts of scale and proportion</p> <p>Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body</p> <p>Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)</p> <p>Computer generated drawings</p> <p>Drawing from direction.</p> <p>Colour: Make the colours shown on a commercial colour chart</p> <p>Mix and match colours to those in a work of art</p> <p>Work with one colour against a variety of backgrounds</p> <p>Observe colours on hands and faces - mix flesh colours</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed</p> <p>Use colour to reflect mood (Matisse)</p> <p>Texture</p> <p>Build on all previous experiences</p> <p>Use a wider variety of stitches to 'draw' with and develop pattern and texture - e.g. zig zag stitch, chain stitch, seeding</p> <p>Start to place more emphasis on observation and design of textural art</p> <p>Use initial sketches to aid work</p> <p>Continue experimenting with creating mood, feeling, movement and areas of interest</p> <p>Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric</p> <p>3D Form</p> <p>Plan and develop ideas in sketchbook and make informed choices about media</p> <p>Experienced surface patterns / textures</p> <p>Work safely, to organize working area and clear away</p> <p>Discuss own work and work of other sculptors with comparisons made (Hepworth, Arp, Nevelson, Gabo, etc)</p> <p>Consider light and shadow, space and size</p> <p>Investigate, analyse and interpret natural and manmade forms of construction</p> <p>Printing</p> <p>Use sketchbook for recording textures/patterns</p> <p>Use language appropriate to skill</p> <p>Interpret environmental and manmade patterns and form</p> <p>Discuss the nature of effects able to modify and adapt print as work progresses</p> <p>Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc</p> <p>Pattern</p> <p>Consider different types of mark making to make patterns</p> <p>Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art)</p> <p>Link to Maths - tessellation (Escher)</p> <p>Geometry, shape lines (Mondrian/Klee)</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book</p>
Year 4	Spring	Extreme Environments	Computing	<p>To know how to sequence and present a short film.</p> <p>To know how to edit a premade film.</p> <p>To know how to accomplish a specific goal and solve problems.</p> <p>To know how to use technology safely, respectfully and responsibly.</p>	<p>Use technology safely and respectfully, keeping personal information private and identify where to go for help and support.</p> <p>Understand how computer networks can provide multiple services.</p> <p>Understand the opportunities computer networks offer for communication and collaboration.</p>	<p>Design, write, create, sequence, edit, present, evaluate, goal, process, script, director, frame, scene, screenplay.</p>

Year 4	Spring	Extreme Environments	DT and Cooking and Nutrition	<p>To know which tools and equipment to use for practical tasks (cutting, joining, shaping and finishing)</p> <p>To know how mechanical systems, work to create movement</p> <p>To know how to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>To know which tools and equipment to use to safely prepare foods</p>	<p>To develop a clear idea of what needs to be done, planning how to use materials, equipment and processes and suggesting alternative methods of making</p> <p>Research about inventors, designers, engineers and chefs to apply skills and knowledge into future projects based on the development of ground-breaking products</p> <p>To know how to measure, mark up and cut-out and shape a range of materials, knowing which tools to use</p> <p>To know how mechanical systems work to create movement</p>	<p>innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control</p>
Year 4	Spring	Extreme Environments	Music	<p>To know how to compose a piece of music to recreate a sound, e.g. volcano explosion.</p> <p>To know how to use untuned percussion instruments to create effective sound.</p> <p>To know how to describe sounds using musical vocabulary.</p>	<p>Improvise and compose, and play and perform: improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Play and perform in solo and ensemble contexts, using musical instruments, with increasing accuracy, fluency, control and expression.</p>	<p>Dynamics, timbre: light, heavy, bright, hollow, dull, scratchy, rattling, shaking, scraping and hitting, performance, duration, beginning/middle/end, compose.</p>
Year 4	Spring	Extreme Environments	Science	<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>Living things and their habitats</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><i>Identifying differences, similarities or changes related to simple scientific ideas and processes.</i></p> <p><i>Asking relevant questions and using different types of scientific enquiry to answer them.</i></p> <p><i>Setting up simple practical enquiries, comparative and fair tests.</i></p> <p><i>Reporting on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions</i></p> <p><i>(Living things and their habitats)</i></p> <p><i>Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.</i></p> <p><i>(Electricity)</i></p> <p><i>Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</i></p>	<p>invertebrates, vertebrates, insects, reptiles, amphibians, humans, mammals, fish, plants, classify, carnivore, omnivore, herbivore, plants, animals, energy, food chain, predator, consumer, producer, teeth, incisors, canines, pre-molars, molars, nutrients, skeletons, muscles, movement, support, protection, fish, amphibians, reptiles, birds, mammals, invertebrates, molluscs, snails, slugs, worms, spiders and insects, ferns, mosses, nature reserves, ecologically planned, pollution, complete, incomplete, conductor, insulator, bulb, buzzer, cell, battery, switch, circuit, electricity, wire, broken, circuit diagram, bulb, electricity, live, switch, wire, cell, battery, gap, broken, incomplete, motor, buzzer, conductor, insulator, component, conductors, insulators, metal, rubber, current, voltage.</p>

Year 4	Spring	Extreme Environments	NOTES	<p>This Spring term our project is called the 'Extreme Environments' with our question being 'Where is the most inhabitable place in the world?' We will start the term off with our 'Superb Starter' which will be to create a diorama demonstrating extreme climates. For our 'Mix it up Middle' the children will be using recycled materials to create a shelter that would withstand extreme environments. We will be looking at key aspects of constructing sturdy structures and materials that affect temperature. Finally, our enthralling ending we will be visiting the SEALIFE centre where the children will be able to see first-hand how different animals have adapted to their climates.</p> <p>Our classroom environment will be themed around climates. One side of the classroom will have a frozen climate, including an igloo reading den, icicles hanging from the ceiling and a snowy backdrop. The other half of the classroom will have a desert theme, which will include a large cactus and the backdrop of the Sahara Desert and a camel head. The classroom will also have a tornado hanging with thunderclouds on the ceiling; it will also feature a hydrothermal vent which will show unique animals that have special adaptations for living there. The classroom environment will help to inspire the children throughout the term and provide stimulus for writing.</p> <p>To further enhance the theme, we will have class reading books which will include 'The Last Bear,' 'Race to the Frozen North' and 'The Abominables.' We will have many opportunities to improve our writing skills through further exploring language that can be used to capture the imagination of the reader and create meaningful pieces of writing. We will also be perfecting our ability to infer and identify key pieces of information from a text by reading a variety of non-fiction texts. In maths we will be really focussing on our recall speed of times tables. Our times tables will play an important role when it comes to fractions.</p> <p>During our science lessons, we will be exploring classification of living things and how they can be grouped in different ways. We will also be developing our understanding of how changes in the environment impact living things and how they adapt and survive in specific environments. In addition to this, we will be finding out about electricity and enhancing our understanding of circuits and what is required to complete a circuit. We will also be exploring conductible materials.</p> <p>Our music lessons will be focussing on creating music to sound like a volcanic eruption. Children will look at well-known composers such as Alan Hovhaness and Igor Stravinsky. The children will be given the chance to explore different ways of creating sound with instruments and exploring synthetic sounds too.</p> <p>Our art lessons will have a focus on shadow and how objects cause a reflection. Children will be looking at both how shadows can be created and used for art and techniques for depicting shadow in their own work using natural and manmade materials. We will also be looking at perspective, using lines and a vanishing point to create images that show perspective. We will also be exploring the works of Esher and creating our own tessellation.</p> <p>In French the children will be recapping numbers and learning about months of the year. The children will also be able to describe themselves in French by learning how to talk about parts of their body and describing the size and colour.</p> <p>In PE we will be focussing on badminton skills and rules within the game. The children will explore dance and how dance can make us feel and make us want to move our bodies. They will then explore the game of tennis, again looking at skills and learning the rules of the game.</p> <p>Our Geography focus will be looking at different environmental regions in Europe and understanding what causes this. We will also have a deeper look into Oymyakon to help us understand what makes it such an inhabitable place.</p> <p>In our Computing lessons we will focus on creating a short film about an area of the world with extreme environments. Inspired by David Attenborough, the children will conduct research, create props to create an informative and creative video, looking at the skills of editing and sequencing.</p> <p>Design and Technology this term will allow the children to explore mechanical elements of making objects move, such as gears, levers, and pulleys. They will plan, measure and cut with precision and create a moving animal or person.</p> <p>In RE we will be looking at Sikhism and understanding how joining the Khalsa makes Sikhs better people. We will also be asking why Sikhs believe that it is important to share. Further to this, we will be studying Buddhism and asking if it is possible for everyone to be happy, what Buddhists do to make the world a better place and how they lead a good life.</p>
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