



Year Group

Year 4



Term

Spring

Project
Title/Theme

Extreme Environments



Subject

Select Subject



Notes

This spring term, our project is called 'Extreme Environments' with our key question being; 'Where is the most inhabitable place in the world?' We will start the term off with our 'superb starter', which will be a science day. Our 'mix it up middle' will be an art day focusing on Fauvism and Cubism. Finally, for our 'enthraling ending', we 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. We will have class reading books, which will include 'Sky Song', 'Race to the Frozen North' and 'The Brockenspectre.' We will have many opportunities to improve our writing skills by exploring language that can be used to capture the imagination of the reader and create meaningful pieces of writing, focussing on using organisational features to structure non-narrative 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 continue to focus on our recall speed of times tables – this will play an important role when it comes to fractions this term. 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. As well as this, we will be looking in depth at electricity: understanding what a conductor and insulator are and creating our own circuits. 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. Our art lessons focus on form and perspective; using lines and a vanishing point to create images that show this. We will be exploring the works of Esher and comparing the art movements of Cubism and Fauvism. In French, the children will be recapping numbers and learning about months of the year. The children will also be able to give opinions on food and order food. In PE, we will be delving into multiple games, such as: netball, boccia, handball and goalball, as well as archery. 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. 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. Design and technology this term will allow the children to explore mechanical elements of making objects move, such as gears, levers, and pulleys. 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. In addition to this, we will be studying Buddhism, asking if it is possible for everyone to be happy and what Buddhists do to make the world a better place as well as how they lead a good life.

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|------------|--------|-----------------------|---------|---|---|---|
| Year 4 | Spring | Extreme Environments | Art | <p>To know the importance of scale and proportion in artwork (drawing)</p> <p>To know artwork can be created using technology (computers, cameras) (digital artwork)</p> <p>To know that fauvism is an art movement</p> | <p>To be able to draw with precision</p> <p>To be able to draw objects in the distance and up close using principles of scale and proportion</p> <p>To be able to understand drawing with perspective using the principles of scale and the three rules of drawing with perspective (The horizon line, vanishing points, and vanishing lines)</p> <p>To be able to appreciate digital artwork and comment (Ansel Adams, Brett Weston – both nature photographers)</p> <p>To be able to create own digital artwork of the natural environment using photographs, editing on the ipads or laptops</p> <p>To be able to identify Henri Matisse artwork</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> |

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| | | | | | <p>because of the colours and shading used</p> <p>To be able to identify that fauvism is an art movement from the 20th Century</p> <p>To be able to create their own fauvism artwork inspired by Henri Matisse</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>To be able to use an app to sequence a short film with an end goal (such as 'I want my film to be 30 seconds long').</p> <p>To be able to present a short film, either physically filmed or using images/text.</p> <p>To be able to problem solve throughout making a short film.</p> <p>To know the risks of using technology and how to prevent this.</p> | <p>Design, write, create, sequence, edit, present, evaluate, goal, end goal, film, filming, process, problem solve, debug, edit, manipulate, frame, scene, screenplay.</p> |

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| 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) (technical knowledge)</p> <p>To know how mechanical systems, work to create movement (technical knowledge)</p> <p>To know about mechanical systems and how these work (technical knowledge)</p> <p>To know names of inventors, designers, engineers and chefs (evaluating)</p> | <p>To be able 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>To be able to research to find out about inventors, designers, engineers and chefs</p> <p>To be able to use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] to create sound or movement</p> <p>To be able to measure, mark up and cut-out and shape a range of materials, knowing which tools to use</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> |

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| Year 4 | Spring | Extreme Environments | Geography | <p>To know the location of the following countries: Argentina, United States of America, UK, Spain, Iraq, Egypt, Australia and Zambia.</p> <p>To know the names and sources of digital maps.</p> <p>To know: Oymyakon means 'unfrozen river', is the coldest habituated place of Earth, understand the geographical reasons why is it so cold and it is located in Russia.</p> <p>To know Oymyakon is East of Moscow.</p> <p>To know the geographical differences and similarities between Greece (Athens), Canada (Ottawa) and Brazil (Brasilia).</p> | <p>To be able to locate the world's countries, using maps and identify those in the Northern and Southern Hemispheres.</p> <p>To be able to locate Russia using a digital map.</p> <p>To be able to research and describe the village of Oymyakon. (Link to prior learning)</p> <p>To be able to compare and contrast the countries and cities for the continents Europe, South America and North America.</p> | urban, rural Northern hemisphere, Southern hemisphere |
| Year 4 | Spring | Extreme Environments | History | NA | | |

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| Year 4 | Spring | Extreme Environments | Music | <p>To know how to improvise and compose a piece of music to recreate a sound, e.g. volcano explosion, tsunami or earthquake.</p> <p>To know how to use untuned percussion instruments to create effective sounds.</p> <p>To know how to describe sounds using musical vocabulary.</p> | <p>To be able improvise using instruments to recreate a sound.</p> <p>To be able to compose a piece of music to recreate a sound.</p> <p>To be able to demonstrate effective use of untuned instruments to create effective sounds (e.g. understanding that bells won't be dramatic, but drums will be).</p> <p>To be able to describe the performance using musical vocabulary, e.g. "The drums built up a crescendo" or "The tapping of the drum was staccato."</p> | <p>Improvise, improvisation, compose, composition, dynamics. crescendo, diminuendo, legato, staccato, untuned, timbre: light, heavy, bright, hollow, dull, scratchy, rattling, shaking, scraping and hitting, performance, duration, structure: beginning/middle/end.</p> |

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| Year 4 | Spring | Extreme Environments | PE | <p>To know a range of netball throws. (Netball Activities)</p> <p>To know how to confidently catch a netball.</p> <p>To know how to shoot in netball.</p> <p>To know the positions on the netball court and where they are positioned on the court.</p> <p>To know the rules of a range of archery games. (Archery)</p> <p>To know how to score a archery game.</p> <p>To know how to improve accuracy in archery.</p> <p>To know the rules of a goalball. (Goalball)</p> <p>To know how to referee a game of goalball.</p> <p>To know how to improve attacking and defending skills in goalball.</p> <p>To know the rules of a boccia. (Boccia)</p> <p>To know how to referee a game of boccia.</p> <p>To know how to improve accuracy in boccia.</p> <p>To know how to improve attacking and defending skills in handball. (Handball)</p> <p>To know the rules of handball.</p> | <p>To be able demonstrate a variety of netball throws with confidence.</p> <p>To be able to receive a netball from a variety of different passes.</p> <p>To be able to shoot with clear intention of aiming at the hoop.</p> <p>To be able to identify and show understanding of the positions in netball.</p> <p>To be able to take part in archery games.</p> <p>To be able to score an archery game.</p> <p>To be able to show continuing improvements in archery accuracy.</p> <p>To be able to take part in a full game of goalball.</p> <p>To be able to referee a game of goalball.</p> <p>To be able to show increased attacking and</p> | <p>Overhead, Bounce, Chest, Pass, Catch, Aim, Hoop, Positions, Shoot.</p> <p>Bow, Pull, Arrow, Flight, Shoot, Load.</p> <p>Roll, Goalball, Blindfold, Inclusion, Defend, Goal.</p> <p>Boccia, Ball, Inclusion, Turn-taking, Jack.</p> <p>Handball, Defend, Attack, Pass, Shoot, Throw, Catch, Tactic.</p> |

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| | | | | <p>To know the positions in handball.</p> <p>To know some examples of tactics in handball.</p> | <p>defending skills in goalball.</p> <p>To be able to take part in a full game of kurling.</p> <p>To be able to referee a game of kurling.</p> <p>To be able to show increased accuracy in kurling.</p> <p>To be able to take part in a full game of boccia.</p> <p>To be able to referee a game of boccia.</p> <p>To be able to show increased accuracy in boccia.</p> <p>To be able to improved attacking and defending skills in handball.</p> <p>To be able to take part in a full game of handball.</p> <p>To be able to show ability to play in a variety of positions in handball.</p> <p>To show some tactical knowledge in a game of handball.</p> | |

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| Year 4 | Spring | Extreme Environments | RE | <p>To understand if joining the Khalsa makes a person a better Sikh (Yr 2 introduced the Khalsa) (Kindness)</p> <p>To understand why Sikhs think it is important to share (Yr 1 introduced Seva) (Kindness)</p> <p>To know where and how Sikhs worship. (Places of worship)</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, (Yr 3 introduced what are their beliefs?) (Kindness)</p> <p>To understand how Buddhist, lead a good life (introduce the 8 fold path) (Kindness)</p> | <p>To be able to use religious keywords, to explain what religious people believe about the nature of God</p> <p>To 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>To 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>To 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>To be able to make links between religious stories and how they are connected to</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 Onkar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban. Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation</p> |

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| | | | | | <p>the believer's lives</p> <p>To be able to use the correct vocabulary to describe and compare different religions and practises</p> <p>To 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>To 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>To be able to express own views on ways on life using a range of media</p> <p>To be able to explain religious beliefs in own words</p> | |

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| | | | | | <p>To 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>To 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>To 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>To be able to offer an opinion on religion and support their views with facts and evidence</p> <p>To be able to</p> | |

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| | | | | | confidently ask questions about the results of different decisions referencing them to different religious beliefs | |

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| Year 4 | Spring | Extreme Environments | Science | <p>To know common appliances that run on electricity. (Television, toaster)</p> <p>To know a circuit is a pathway electricity can flow around.</p> <p>To know a series circuit is where the components are connected in a loop: Electricity flows through each component in a single pathway.</p> <p>To know the basic parts of a simple series electric circuit. (Cell or battery, bulb, buzzer, wires, motor and switch), including their purpose.</p> <p>To know a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>To know a conductor of electricity is a material that will allow electricity to flow through it.</p> <p>To know some common conductors (copper and steel: money coin, door key, nail, paperclip) and insulators, and associate metals with being good conductors.</p> | <p>To be able to use and make 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.</p> <p>To be able to construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>To be able to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> | <p>appliance, electricity, circuit, series circuit, connect, loop, pathway, switch, conductor, insulator, vertebrates, invertebrates, environment, food chain, local, national, international.</p> |

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| | | | | <p>To know an insulator of electricity is a material that do not allow electricity to flow through it.</p> <p>To know some common insulators (objects made from wood, plastic, paper, rubber, glass or fabric: ruler, elastic band, piece of paper).</p> <p>To know living things can be grouped in a variety of ways (Vertebrates: mammals, fish, birds, reptiles, amphibians. Invertebrates: insects, spiders, worms slugs and snails)</p> <p>To know environments can change and that this can sometimes pose dangers to living things (Human: deforestation, pollution, urbanisation, Natural: Earthquakes, storms, floods, droughts, seasons, wildfires)</p> | | |