

Notes Ans Project Title Updated Sucessfully


Project Title : Tales from around the World - [2016 - Autumn - Year 4 - 3/4]

Subject	Theme	Objective	Vocabulary	Resources
Art	Artists and architects	To know about great artists, architects and designers in history.		
Art	Design - drawing, painting and sculpture	To be able to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].		
Art	Sketch book	To be able to create sketch books to record their observations and use them to review and revisit ideas.		
Computing	Computing - internet (Theme)	To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.		
Computing	Computing - safety (Theme)	To be able to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		

Computing	Computing - using search (Theme)	To be able to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.		
Cooking and Nutrition	Cooking and Nutrition (Theme)	To be able to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.		
Cooking and Nutrition	Where food comes from (Theme)	To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		
Geography	Human geography	To know about human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Settlements, land use, economic activity, trade links, distribution, natural resources, energy, minerals,	Atlases, globes, world maps
Geography	Map work	To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	maps, atlases, globes, digital and computer mapping, compass, grid references,	Atlases, globes, world maps
Geography	Maps - world	To be able to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Russia, North and South America, environmental regions, key physical and human characteristics, countries, geographical regions, topographical features, hills, mountains, coasts, rivers, land-use patterns, latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic, Prime/Greenwich Meridian, time zones	Atlases, globes, world maps
Geography	Physical geography	To know about physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Physical geography, climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle	Atlases, globes, world maps

PE	Competitive games	To be able to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.		
PE	Outdoor and adventurous activity	To be able to take part in outdoor and adventurous activity challenges both individually and within a team.	participate, develop, tactics, attacking, defending, competitive,	

Notes : Key question - Why do many traditional stories have morals? Classroom decoration / environment - world map on display. Suitcase / map box with books and pictures of different countries, globes hanging from ceiling, globe on tabletop display. One display board linked to Rainbow bird book. Use of bright colours. One display board ready for African artist study. Bright colours and examples of the artists work. One display board with Chinese flag and key Geography vocabulary. Starter - Africa day. looking at Africa as a continent. Choosing a country to investigate, spend the day investigating, comparing and contrasting. African Tales book to start the learning journey. Story one is set in Ghana. Country study. An artist study, including cross curricular writing (Biography and country / map work). African art style - Tingatinga and Edward Saidi. Investigating the links to Impressionism and other countries where Impressionism is of note, the use of bold colours, patterns, simplistic designs and distorted images of nature. Pastel work, painting, fabrics and collage experimentation. Sketchbook work will include experimenting with the colour wheel, sketching, brushstrokes, the use of natural resources and different drawing techniques. Sketchbook work will also include the evaluation and analysis of different art styles and artists. Geographical studies of Tanzania and Zanzibar (linked to the artist) studying the human and physical geography of the countries and comparing. Then move on to compare the African traditional stories about animals to The Rainbow Bird - an aboriginal folk tale. A further study of aboriginal art and artist Bronwyn Bancroft - the use of colours, patterns, simplistic design and nature to inspire. Middle - Aboriginal art day. Children creating art using natural materials, fabrics and paint. Move on to China. Dragon story. Map and atlas work, dragons – real or fiction? Dragonology, types of dragon, dragon dance, dragon art, clay dragon eyes and festivals linked to dragons in China. Then move on to La Mariposa - a book about a Mexican boy who moves to America. The boy has a connection to butterflies. Study the bilingual element (Spanish and English) and investigate the journey his family would have made, compare and contrast the countries. Ending - Mexican celebrations. Food experience, learning some Spanish and studying the journey from America to Mexico.