

Notes Ans Project Title Updated Sucessfully

**Project Title : Our Planet - [2016 - Summer - 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 - programming (Theme)	To be able to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	design, write, debug, sequence,	Lego and Makey Makey
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.		
Computing	Computing - using software (Theme)	To be able to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		
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.		
DT	Design	To be able to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	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	
DT	Evaluate own ideas	To be able to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		
DT	Evaluate products	To be able to investigate and analyse a range of existing products.		

DT	Materials	To be able to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.		
DT	Tools	To be able to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.		
Geography	Fieldwork	To be able to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Atlases, globes, world maps
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 - UK	To be able to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.		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	Maps, key features	To be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).		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
History	Local historical study	To be able to take part in a local history study.	empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social,	
PE	Skills - personal best	To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
RE	Sum 1 Islam	To understand what the Islamic sacred texts are called	Kuran, Hajj, pilgrimage, respect	Qur'an x 2, head coverings x 3, prayer beads

RE	Sum 1 Islam	To understand what a Hajj is, and where Muslims go for theirs and why.	Kuran, Hajj, pilgrimage, respect	Qur'an x 2, head coverings x 3, prayer beads
RE	Sum 2 Big Questions	To understand how stories of faith guide people's lives		
RE	Sum 2 Big Questions	To understand how different religions believe the world was created		
RE	Sum 2 Big Questions	To understand what different religions believe happen to us after we die		
Science	Living Things - classification	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.		
Science	Living Things - environment	To understand that environments can change and that this can sometimes pose dangers to living things.		
Science	Living Things - food chains	To be able to construct and interpret a variety of food chains, identifying producers, predators and prey.		
Science	Living Things - grouping living things	To understand that living things can be grouped in a variety of ways.		
Science	Using and Applying - comparisons	To be able to identify differences, similarities or changes related to simple scientific ideas and processes.		
Science	Using and Applying - conclusions	To know how to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.		

Science	Using and Applying - data	To be able to gather, record, classify and present data in a variety of ways to help in answering questions.		
Science	Using and Applying - experiments	To be able to set up simple practical enquiries, comparative and fair tests.		
Science	Using and Applying - explanations	To be able to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.		
Science	Using and Applying - methods	To be able to use scientific methods, processes and skills.		
Science	Using and Applying - observations	To be able to make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.		
Science	Using and Applying - questioning	To be able to ask relevant questions and use different types of scientific enquiries to answer them.		
Science	Using and Applying - record findings	To be able to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.		
Science	Using and Applying - use evidence	To be able to use straightforward scientific evidence to answer questions or to support their findings.		

Notes : Classroom Environment - Forest reading corner - deforestation, diggers, burnt tree, tree stumps, monkeys in tree. Ocean area - nets, fish in nets, shark caught in fishing net, plastic bottles and plastic pollution. World map with key questions about tropics, continents, oceans. Seaweed, jellyfish and coral hanging. Fish on wires at windows. Recycling posters. Visits and visitors - village walk and surveys, field work around the school - on field and playground, visit from recycling centre staff (virtual), visit from supermarket to talk about waste. Class texts and other significant texts- Dear Greenpeace, Greta and the giants, There's a Rang-Tan in my bedroom, Climate Change, Weather and Climate, Let's investigate plastic pollution, What a waste, Recycling and rubbish. Cross curricular writing - Science investigations, weather reports, newspaper writing, posters for recycling, letters to supermarkets, biographies. During this project we will focus on the Earth, how humans affect the planet and how we can help. In our Science lessons we will look at the weather, including extreme weathers and the effect on the Earth. We will undertake weather investigations using ICT. We will write weather reports and use green screening to record them. We will look at global warming, glaciers and ice caps. We will look at animal and human life in different parts of the world, studying adaptation, classification and food chains. We will investigate pollution, recycling and reusing, including supermarket waste and single use plastic pollution. We will have a visit from a supermarket to discuss single use plastics and supermarket waste. As part of our work on recycling we will undertake a make do sewing task, creating pencil cases from old materials. During our geographical and historical studies, we will look at Potterspurty and our local environment and how it has changed over time. We will use maps and atlases to help inform our studies, also creating our own maps and charts. We will undertake fieldwork in the local area, including village walks and traffic surveys. We will study deforestation, we will look at where this takes place, who and what it affects and how we can help for the future. We will look at the work of activists including Greta Thunberg and Sir David Attenborough. We will create wonderful pieces during our Art and Design Technology lessons, including ocean scenes, mobiles using recycled materials, pencil cases and collages of environments using old fabrics and materials. During our cooking and nutrition lessons we will use produce from our class plot in the garden, looking at seasonality, how things grow and how different foods combine to create a dish. Our RE lessons this term will focus on Islam and Big Questions. The lessons will include the following questions: What are the Islamic sacred texts? Where do Muslims go for Hajj? How do stories of faith guide people's lives? How do different religions believe the world was created? What do different religions believe happens to us when we die?
