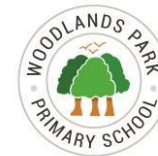


Year 4 - Topic: The World Around Me Term: Autumn 1

Topic Length: 6 weeks

INTENT	Vision	Together we all discover, learn, grow and succeed										
	Values	W	A	R	M	T	H					
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic					
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>										
Learning Behaviours			Disciplinary Knowledge			Substantive Knowledge						
Attitudes and attributes for learning and life			Know How – Subject specific thinking and problem solving			Know What – Deep learning of the key knowledge						
IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	To explore other cultures and travel while drawing comparisons with the Caribbean and Central America										
		Hook: Live workshop to learn steel drums					Celebration: A Caribbean carnival					
	Main Subjects	Music				Geography				MFL		
	Key Performance Indicators	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. 				<ul style="list-style-type: none"> Locate the world’s countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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. Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 				<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding describe people, places, things and actions orally and in writing 		
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency				



Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete: (eg computing, PE, music, MFL, PSHE, cricket, etc...)

Subject	Key Performance Indicators
Science	The Digestive System <ul style="list-style-type: none"> • Name and describe the simple functions of the basic parts of the digestive system in humans. • Ask relevant questions and use different types of working scientific enquiries to answer them. • Set up simple practical enquiries.
Computing	The Internet <ul style="list-style-type: none"> • 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 • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
PE	Cricket <ul style="list-style-type: none"> • Pupils should use running, jumping, throwing and catching in isolation and in combination when fielding, batting and playing a game. • Pupils should develop technique, control and balance. For example, how to correctly throw the ball or what technique to use when batting. Pupils should take part in outdoor challenges both individually when learning the skills and within a team when playing through the games.
PSHE	Jigsaw units – Being Me <ul style="list-style-type: none"> • Understand who is in my school community, the roles they play and how I fit in. • Understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them
RE	Understanding Christianity – The creation story <ul style="list-style-type: none"> • Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today

Key Objective Progression

Prior Knowledge	Year 4 - Caribbean - Key Objective	Future Learning
<p><u>Y3 – Vikings</u> Learn shuffle strums technique and accompaniments on open strings Learn banjo style accompaniments on open strings (G,C,E and A) Learn the Chords – C, F, G and A minor.</p>	<p><u>Music</u> – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><u>Y5 – Our Ocean Planet</u> Analyse Sea music using a musical vocabulary- dynamics, tempo and pitch. To compose and perform a Seascape to the rondo structure + using pentatonic scale.</p>
<p><u>Y2 Learn about music from a different culture</u> To begin to appreciate and understand cultural significance of African Music</p>	<p><u>Music</u> – Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p><u>Y4 – Greeks</u> Listen with attention to detail and recall sounds with increasing aural memory.</p>
<p><u>Y2 Fire of London</u> Listen to a variety of historical songs Learn to play ‘London’s Burning’ melody following notation using chime bars</p>	<p><u>Music</u> - Develop an understanding of the history of music.</p>	<p><u>Y5 – WW II</u> Music from the 1940s – learn and perform 1940s songs, identify instruments in Big Band music. Improvise and compose a ‘C jam Blues’ piece using tuned percussion and pentatonic scale C D E G A</p>
<p><u>KS1 – Ultimate mini beasts</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p><u>Geography</u> - Locate the world’s countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p><u>Y5 – Our Ocean Planet</u> Locate the continents and oceans of the world as well as the countries, capital cities and seas surrounding the U.K.</p>
<p><u>KS1 – Light up our world</u> Name and locate the world’s 7 continents and 5 oceans.</p>	<p><u>Geography</u> - 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.</p>	<p><u>Y5 – Our Ocean Planet</u> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>
<p><u>KS1 – Ultimate mini beasts</u> Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p><u>Geography</u> - Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes</p>	<p><u>Y5 – Our Ocean Planet</u> Know the earth’s structure. Describe the four layers and how this causes earthquakes and volcanoes. Understand mountains, volcanoes and earthquakes including their impact. Locate and name mountain ranges of the world.</p>
<p><u>KS1 – Light up our world</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p><u>Geography</u> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>Y6 – Chocolate</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<p><u>Y3 – Stone Age</u> Say and respond to 8 colours: Use je suis with a colour.</p>	<p><u>MFL</u> - listen attentively to spoken language and show understanding by joining in and responding</p>	<p><u>Y5 – WWII</u> Learn types of transport and French verb ‘aller’ (to go)</p>
<p><u>Y3 – Stone Age</u> Give a simple opinion j’adore or je déteste about a colour. Use le with a colour when giving an opinion about it.</p>	<p><u>MFL</u> - describe people, places, things and actions orally and in writing</p>	<p><u>Y5 – WWII</u> Learn to ask for directions places in a town, recap masculine and feminine nouns</p>