

Year 4 - Topic Planner - Spring Term

Our World, Our Future - Identity

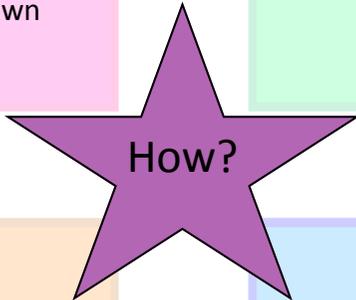


Project Synopsis:

In this project the children will explore the concept of identity by learning about the country they live in. They will learn about some of the key turning points for the country through the arts and history of leisure and entertainment. They will develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.

Project Aims:

By the end of this unit the children will have a secure understanding of the country of Britain and its values. They will recognise how and what influences their lives and learn to believe in themselves; having big dreams and developing the skills they need to be successful in modern Britain.



Project Launch:

This project will launch with a sport experience day, when children are able to try some sports they have not had access to before. The focus will be on 'what can we learn from sport'.

Project Outcome:

The children will write and perform a play showcasing their learning about Britain, their world and their future. In addition they will create their own island showing the future they hope to create.



National Curriculum Coverage and Key Skills

ENGLISH:

Milestone Focus:

Teachers identify and personalise the key English skills that the children need to rehearse across the curriculum.

MATHS:

Milestone Focus:

Teachers identify and personalise the key Maths skills that the children need to rehearse across the curriculum.

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UNICEF ARTICLE 8 - Governments must respect and protect a child's identity and prevent their name, nationality or family relationships from being changed unlawfully. If a child has been illegally denied part of their identity, governments must act quickly to protect and assist the child to re-establish their identity.

SCIENCE: Teeth and Eating / Habitats and Survival
NC Links: 1a, 1b, 1c, 2a, 2b, 2c

Key Milestones:

- **S1** – Describe the simple functions of the basic parts of the digestive system in humans
- **S2** – Identify the different types of teeth in humans and their simple functions
- **S3** – Identify that animals, including humans, need the right types and amount of nutrition, that they cannot make their own food and they get nutrition from what they eat
- **S4** – Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups
- **S5** – Give reasons for classifying plants and animals based on specific characteristics.
- **S6** – Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats

HISTORY/GEOGRAPHY: Changes in Leisure and Entertainment in 20th Century / Locational Geography

NC Links: 2b

Key Milestones:

- **H1** – Place events, artefacts and historical figures on a timeline using dates
- **H2** – Understand the concept of change over time, representing this, along with evidence, on a timeline
- **H3** – Use dates and terms to describe events
- **H4** – Use appropriate historical vocabulary to communicate – dates, time period, era, change, chronology
- **G1** – Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics

ART AND DESIGN: Famous Artists / Portraits (Picasso)

NC Links: 1a, 1b, 1c

Key Milestones:

- **A1** – Collect information, sketches and resources
- **A2** – Comment on artworks using visual language
- **A3** – Annotate sketches to explain and elaborate ideas
- **A4** – Use shading to show light and shadow
- **A5** – Sketch lightly (no need for rubber to correct mistakes)
- **A6** – Mix colours effectively
- **A7** – Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines
- **A8** – Replicate some of the techniques used by notable artists
- **A9** – Create original pieces that are influenced by studies of others

DESIGN AND TECHNOLOGY: Food Technology

NC Links: 5a, 5b, 5c

Key Milestones:

- **DT1** – Prepare ingredients hygienically using appropriate utensils
- **DT2** – Measure ingredients to the nearest gram accurately
- **DT3** – Follow a recipe
- **DT4** – Assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking)

RELIGIOUS EDUCATION: Concept identity and authority –

Christianity and Judaism / Concept of resurrection - Christianity

NC Links: 1a-e, 2a,e, 4a-e, Christianity – 2a, 3a, Judaism – 2a, 2b

Key Milestones:

- **RE1** – Present the key teachings and beliefs of a religion
- **RE2** – Refer to religious figures and holy books to explain answers
- **RE3** – Identify religious symbolism in literature and the arts
- **RE4** – Identify religious artefacts and explain how and why they are used

LANGUAGES: Les animaux

NC Links: 1a, 1b, 1c, 1d, 1e, 1g, 1h, 1i, 1j, 1l

Key Milestones:

- L1** – Write a few short sentences using familiar expressions
- L2** – Express personal experiences and responses
- L3** – Ask and answer simple questions and talk about interests
- L4** – Demonstrate a growing vocabulary
- L5** – Read and understand the main points in short written texts
- L6** – Read short texts independently

PHYSICAL EDUCATION: Tag Rugby, Tennis, Gymnastics (rolling), Street dance, Swimming

NC Links: 1b, 1c, 1d, 2a, 2b, 2c

Key Milestones:

- **PE1** – Swim between 25 and 50 metres unaided
- **PE2** – Use more than one stroke and coordinate breathing as appropriate for the stroke being used
- **PE3** – Coordinate leg and arm movements
- **PE4** – swim at the surface and below the water
- **PE5** – Choose appropriate tactics to cause problems for the opposition
- **PE6** – Maintain possession of a ball
- **PE7** – Pass to team mates at appropriate times
- **PE8** – Move in a clear, fluent and expressive manner
- **PE9** – Plan, perform and repeat sequences
- **PE10** – Show changes of direction, speed and level during a performance

COMPUTING: PowerPoint / Internet Research and Safety

NC Links: 1d, 1e, 1f, 1g

Key Milestones:

- **C1** – Use some advanced features of applications and devices in order to communicate ideas, work or messages professionally
- **C2** – Give examples of risks posed by online communications
- **C3** – Understand the term 'copyright'
- **C4** – Understand that comments made online that are hurtful or offensive are the same as bullying
- **C5** – Understand how online services work

MUSIC: History of Music – Great Composers and Musicians

NC Links: 1c, 1e, 1f

Key Milestones:

- **M1** – Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music
- **M2** – Evaluate music using musical vocabulary to identify areas of likes and dislikes
- **M3** – Understand layers of sounds and discuss their effect on mood and feelings

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STARS FOCUS

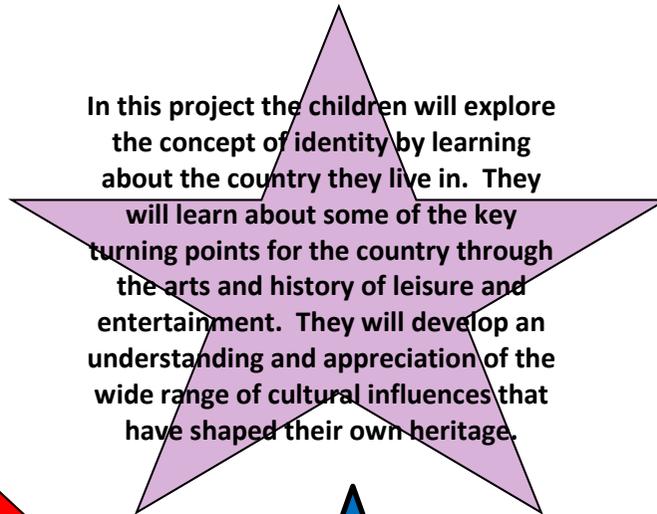
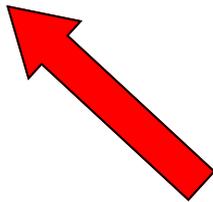
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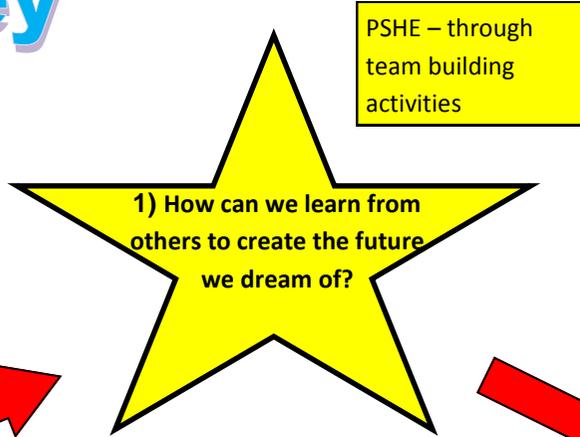
Learning Journey

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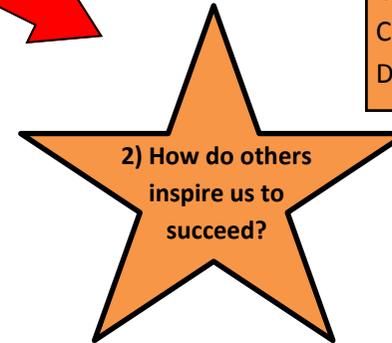
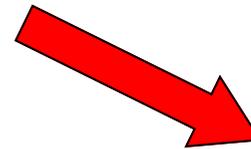
Science, RE,
Computing,
Geography
English



History, Art &
Design, Music,
Computing,
English,
Geography



PSHE – through team building activities



Science,
Geography, DT,
Computing,
Dance, English

