

Geography

As geographers, we will be learning how and why natural events occur and how destructive they can be. Using a range of maps and atlases, we will be locating countries in Europe which have been struck by natural disasters including volcanoes and earthquakes. We will also explore how earthquakes occur by looking at tectonic plates and how they move. We will also look at the water cycle and water distribution, exploring how the water cycle works and thinking about why some areas of the world get more rainfall than others.



Can humans control nature?

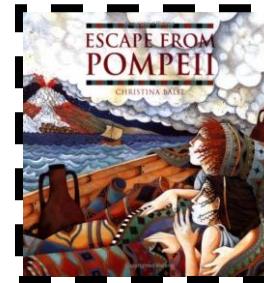
Year 4 Curriculum Map
Spring 2019



Rationale: Building on work on climate change and global warming when studying Titanic last term, the children will delve further into this current problem which the world is facing. They will do this through an enquiry on various natural disasters and how or who is responsible for them.

KASE

Our curriculum is designed to ensure the children build their knowledge whilst having opportunities to develop important attributes like teamwork and empathy. We plan for a clear progression of skills and provide a wealth of experiences to further their engagement and understanding. We therefore call this our KASE curriculum.



Maths

Finding perimeter of rectilinear shapes; interpreting data in line and bar charts; reading Roman numerals to 100; recognise and show equivalent fractions; add and subtract fractions with the same denominator; describe positions using coordinates; find the area of shapes; divide 2 and 3-digit numbers using a written method.

Thrive/PSHE:

As a class and as individuals, we will be exploring rules and values considering how we can put across our own views effectively without putting others down. We will also be considering our heroes and what qualities they hold. In PSHE, pupils will learn: why people may eat or avoid certain foods (religious, moral, cultural or health reasons); about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) & about the importance of getting enough sleep.

Science

As scientists, we will consider animals who live in extreme environments; classifying and grouping them and identifying their position within food chains. When exploring the impact of various natural disasters, we will consider how sound is created through vibrations and how we hear. We will work scientifically to explore this.

P.E (Tuesday and Friday)

Dance: Creating movement and dance based on photographs and music linked to natural disasters.

Netball: learning rules, strategies and techniques for scoring, attacking and defending.

English

The children will become 'natural disaster experts' and create non-chronological reports using the knowledge they have gained. They will continue to build on their work on sentence structure, ensuring their ideas are fully explained and well linked.

DT

Using a STEM challenge, the children will be faced with the task of designing and building an earthquake proof building. They will need to consider how to strengthen and reinforce their building before testing it out.

R.E

We will be investigating the question, 'What can we learn from religions about deciding what is right and wrong?'

French

Naming and tasting items found in a cafe.

Art

Taking inspiration from a local artist, Year 4 will focus on the local area including architecture and other key features.

Computing

Using our knowledge of grouping animals, we will create branching databases to sort and classify a range of animals.