

[Type here]

Knowledge Outcomes

WALT know the capital cities of the four countries that make up the UK.
WALT identify at least 5 UK counties.
WALT know that London, Manchester, Birmingham, Leeds and Glasgow are some of the UK's biggest cities by population.
WALT know that cities are highly populated urban environments that often have a cathedral or university.

Challenge:

WALT understand the reasons that people often migrate to cities include job opportunities, having services close by, better transport links,

Strength Lies in Difference

WALT become familiar with these key terms and understand their meaning: *Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity and Identity*
WALT understand why people travelled to and from places.
WALT understand the impact of people travelling to different places/countries (migration) has had on societies / communities.
WALT understand that an empire is a group of countries ruled by a single monarch.
WALT understand that the British Empire consisted of a number of countries
WALT understand how the migration of people to Britain in the 50's/60's impacted British Society
WALT understand how and why immigrants were discriminated against when they arrived
WALT understand the cultural legacy that was created by the 'Wind rush' generation and its influence on our society today e.g. carnival

Physical Development

Gymnastics:

WALT use running, jumping, throwing and catching in isolation and in combination
WALT develop flexibility, strength, technique, control and balance
WALT perform dances using a range of movement patterns
WALT compare our performances with previous ones and demonstrate improvement to achieve our personal best.

Hockey:

WALT develop our control of the hockey ball
WALT develop our ability to dribble with a hockey stick
WALT develop our ability to pass the hockey ball to team mates

Personal, Social and Emotional Development

PSCHE: How can our choices make a difference to others and the environment?

WALT understand how people have a shared responsibility to help protect the world around us
WALT recognise how everyday choices can affect the environment
WALT understand how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
WALT apply the skills and vocabulary to share our thoughts, ideas and opinions in discussion about topical issues
WALT understand how to show care and concern for others (people and animals)
WALT understand how to carry out personal responsibilities in a caring and compassionate way

R.E.: Buddhism - Can the Buddha's teachings make the world a better place?

WALT suggest why there may be problems in the world and how people could help solve them.
WALT recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.
WALT give examples of how Buddhists could learn from these stories and put the teaching into practice to make the world a better place.

SPRING TERM 1 Activities City Living Year 4

Languages

Meet the family

WALT understand nouns for members of a family.
WALT ask "Who is it?" and give a response with a family member noun.
WALT understand and say some nouns for parts of the face.
WALT understand simple sentences using nouns and colours about the face.
WALT write a simple sentence to describe the colour of a

Literacy

Please see termly Success and Challenge cards

Mathematics

Please see termly Success and Challenge cards

Understanding of the World

Geography: Towns and Cities

WALT name and locate counties of the UK, key topographical features and land-use patterns, and understand how some have changed over time.
WALT describe and understand key aspects of human geography – types of land use, distribution of natural resources
WALT use the eight points of a compass, map symbols and keys to build knowledge of the UK and the wider world.
WALT use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs.

Science: Electricity

WALT identify common appliances that run on electricity
WALT construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
WALT identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
WALT recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

WALT recognise some common conductors and insulators, and associate metals with being good conductors

Computing: iAnimate

WALT understand what an animation is
WALT create a scene for an animation
WALT understand that animations can be created using digital tools
WALT create an animated scene
WALT storyboard and create a short animation

Expressive Art and Design

Art and Design: Sculpture

WALT use tools to cut, make and combine shapes to create recognisable forms.
WALT use clay and practise joining techniques.
WALT add materials to the sculpture to create detail.
WALT use papier mâché to create 3D models.

Music: Singing

WALT place the voice with accuracy over a wider pitch range of one octave: do-do.
WALT follow directions for getting louder and quieter.
WALT sing songs which contain wider jumps (intervals) in pitch.
WALT explore different parts of the voice – 'head' and 'chest' – with some control and awareness.
WALT cultivate an 'unbroken' singing tone, using one breath per melodic phrase.
WALT sing rounds, canons and simple harmonic two-part arrangements, maintaining own part accurately with confidence and awareness of the effect created.