

[Type here]

Knowledge Outcomes

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

Challenge:

The reasons that people often migrate to cities include job opportunities, having services close by, better transport links, availability of shops and leisure facilities

Strength Lies in Difference

Become familiar with these key terms and understand their meaning: *Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity and Identity*
Understand why people travelled to and from places.
Understand the impact of people travelling to different places/countries (migration) has had on societies / communities.
Understand that an empire is a group of countries ruled by a single monarch.
Understand that the British Empire consisted of a number of countries
Understand how the migration of people to Britain in the 50's/60's impacted British Society
Understand how and why immigrants were discriminated against when they arrived
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:

Use running, jumping, throwing and catching in isolation and in combination
Develop flexibility, strength, technique, control and balance
Perform dances using a range of movement patterns
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Hockey:

Develop control of the hockey ball
Develop ability to dribble with a hockey stick
Develop ability to pass the hockey ball to team mates
Apply the skills learnt within a competitive hockey game

Personal, Social and Emotional Development

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

Understand how people have a shared responsibility to help protect the world around them
Learn how everyday choices can affect the environment
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)
Apply the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
Understand how to show care and concern for others (people and animals)
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?

Suggest why there may be problems in the world and how people could help solve them.
Recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.
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 Objectives City Living Geography focus Year 4

Languages

Meet the family

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

Literacy

Please see termly Success and Challenge cards

Mathematics

Please see termly Success and Challenge cards

Understanding of the World

Geography: Towns and Cities

Name and locate counties of the UK, key topographical features and land-use patterns, and understand how some have changed over time.
Describe and understand key aspects of human geography – types of land use, distribution of natural resources
Use the eight points of a compass, map symbols and keys to build knowledge of the UK and the wider world.
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

Identify common appliances that run on electricity
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
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
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
Recognise some common conductors and insulators, and associate metals with being good conductors
Computing: iAnimate
To understand what an animation is
To create a scene for an animation
To understand that animations can be created using digital tools
To create an animated scene
To storyboard and create a short animation

Expressive Art and Design

Art and Design: Sculpture

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

Music: Singing

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