

[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

Languages

Local Area

Understand and respond to simple movement commands
Write a sequence of simple direction commands.
Ask the question "Where is...?" and give simple directions.
Recognise and understand some nouns of places I might visit in town.
Begin to understand the difference between masculine and feminine nouns.
Explain in a simple sentence what places you might see in a town.

Personal, Social and Emotional Development

PSHE: Health

How can we manage our feelings?

Know how everyday things can affect feelings
Understand how feelings change over time and can be experienced at different levels of intensity
Understand the importance of expressing feelings and how they can be expressed in different ways
Know how to respond proportionately to, and manage, feelings in different circumstances
Identify ways of managing feelings at times of loss, grief and change
Know how to access advice and support to help manage their own or others' feelings

R.E.: How do Hindus celebrate the festival of Diwali?

Learn about the festival of Diwali
Understand what the festival represents
Learn about how Hindus celebrate during Diwali
Compare the practises and customs within Hindu festivals with children's own experiences of different religious festivals

AUTUMN TERM 2 Objectives City Living Geography focus Year 4

Physical Development

Multi-Skills

Understand and demonstrate the difference between sprinting and running for sustained periods
Know and demonstrate a range of throwing techniques
Throw with some accuracy and power into a target area
Perform a range of jumps, showing consistent technique and sometimes using a short run-up
Demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and throwing actions and challenges.

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: Animals including humans

Describe the simple functions of the basic parts of the digestive system in humans
Identify the different types of teeth in humans and their simple functions
Construct and interpret a variety of food chains, identifying producers, predators and prey.

Computing: i-Algorithm

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

English / Mathematics

Please see termly Success and Challenge cards

Expressive Art and Design

Art: Famous artists

Use inspiration from famous artists to replicate a piece of work.
Reflect upon their work inspired by a famous notable artist and the development of their art skills.
Express an opinion on the work of famous, notable artists and refer to techniques and effect.
Key artists and designers: Vincent van Gogh, Henri Matisse, Paul Cézanne

Music: Understand and explore how music is created, produced, and communicated, through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture.

Composing:

Improvise on a limited range of pitches on a tuned instrument.
Begin to make compositional decisions about the overall structure of improvisations.
Explore how to create a specific mood with music.