

## Year 4 Autumn Term - Journeys

Objectives to be taught as a separate unit: Relationships - Positive friendships, including online, Responding to hurtful behaviour, Managing confidentiality, Recognising risks online, Respecting differences and similarities, Discussing difference sensitively PE - Indoor athletics (Multiskills), Invasion games (Netball), RE (Trees and Mary, mother of God), ICT (Desktop publishing skills, E Safety, Scratch- Maths Quiz), Music (Listen to Me)

### Additional ART

- Journey map- link to London work and Identity/Self enquiry
- Topological map of a river

### OUTDOOR LEARNING

Trip to Chichester Harbour for a river study

### Community

Harvest festival- journey of the food to the plate

### GEOGRAPHY – Study of rivers and the water cycle

- Name and locate the key topographical features including features of erosion and rivers. Understand how these features have changed over time.
- Describe and understand key aspects of physical geography including rivers and the water cycle
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including graphs and digital technologies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

### ART- Water paintings- Artist Study- Monet, Hokusai, Turner

- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Experiment with creating mood with colour.
- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.
- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

### SCIENCE – States of Matter- Water Cycle

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

## JOURNEYS CURIOSITY

### FRENCH- weather- link to water cycle

- Read and understand the main points in short written texts.
- Read short texts independently.
- Use a translation dictionary or glossary to look up new words.
- Write a few short sentences using familiar expressions.
- Express personal experiences and responses.
- Write short phrases from memory with spelling that is readily understandable.
- Understand the main points from spoken passages.
- Ask others to repeat words or phrases if necessary.
- Ask and answer simple questions and talk about interests.
- Take part in discussions and tasks.
- Demonstrate a growing vocabulary.

### ENGLISH

Paddington- suitcase reveal- diary entry

Poetry (Publish in ICT)

Non chronological report about London-research in ICT



### P4C DISCUSSIONS- Identity and Self (Initial week)

<https://www.bbc.co.uk/programmes/p015lztg> - timeline of your self from birth to now, at what point do you change?? What events in their life do they feel have shaped their identity? Are you the same person as you were when you were a baby? Is there any part of you you can identify from last year, the year before, and the year before that? What makes you you? If there is a chain of things that somehow connects you to your previous self, does that mean you are still the same as you were when you were a baby?

Follow on from this enquiry.... Can you step in the same river twice? Introduce the BBC boat video – is the boat still the same even though none of its parts are the same any more? Linked concepts: change (Year 4 – Rivers is Autumn topic, Year 5 and 6 have done this previously)