

Year 4 Autumn Term

Topics

Year 4: Why is the **Thames* so important to London?

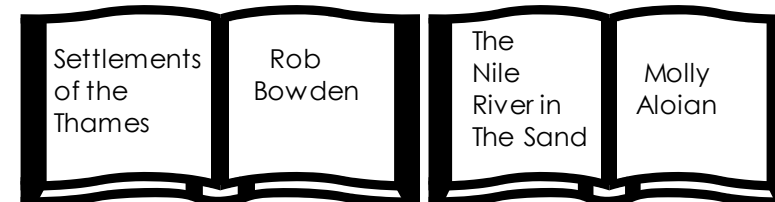
**Alternative to 'Where would you choose to build a city?'	
KS2 Geography: Settlements, land use, economic activity, including natural resources, especially energy and water supplies	
WOW: Ideally a boat trip down the Thames	
LC1	Why is London situated where it is?
LC2	Which other famous European cities are situated on a river?
LC3	Why are rivers important for the lives of the people who live there now and lived there some time ago?
LC4	How have people adapted rivers and water for their own use?
LC5	How has the Thames created jobs for many people who live in London?
LC6	Using your photographs, can you create a painting of one of the bridges on the Thames?
LC7	Which pieces of music are associated with London or water?
LC8	Reflection: Groups of children to put together a photostory of their learning about London

Literacy Link: LC1 and LC2 provide opportunities for children to carry out their own research

History Link: Opportunities for research into London over the past 100 year or so. This would involve looking at old maps, etc.

Creative Art Link: LC6 provides opportunities for children to look at the work of famous artists and to use water colour or washes to create landscape paintings to include the River Thames.

Expressive Art Link: LC7 provides opportunities for children to think of/ perform the music associated with London or with water.



***This Learning Challenge could be adapted to the River Mersey or Tyne or any other major UK river and city.**

Year 4 Geography Knowledge, Skills and Understanding

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they carry out a survey to discover features of cities and villages? • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they plan a journey to a place in England? • Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? 	<ul style="list-style-type: none"> • Can they describe the main features of a well-known city? • Can they describe the main features of a village? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live in cities? • Can they explain why people may choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? 	<ul style="list-style-type: none"> • Do they know the difference between the British Isles, Great Britain and UK? • Can they name up to six cities in the UK and locate them on a map? • Can they name the areas of origin of the main ethnic groups in the UK & in their school?
Year 4 (Challenging)			
<ul style="list-style-type: none"> • Can they give accurate measurements between 2 given places within the UK? 	<ul style="list-style-type: none"> • Can they explain how a locality has changed over time with reference to physical features? 	<ul style="list-style-type: none"> • Can they explain how people are trying to manage their environment? 	<ul style="list-style-type: none"> • Can they name the counties that make up the home counties of London?

Year 4: What happens to the food we eat?

- **Science Y4: 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.

WOW: Children to eat a piece of chocolate at the beginning of the day with a view to tracking its journey through the body. Life Caravan visits school.

LC1 What happens to that piece of chocolate once you swallow it?

LC2 Why would it not be sensible to eat a burger everyday?

LC3 What is the digestive system and why is it so important?

LC4 How can you make a simple model, using junk material, to show how the digestive system works?

LC5 Why is it important to brush your teeth each day?

LC6 Why are shark's teeth different to our teeth?

LC7 How can we create a dance that shows the movement of food through our body?

LC8 Reflection: How can you make a presentation that would help a group of younger children understand what happens in your body?

Working Scientifically: Comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

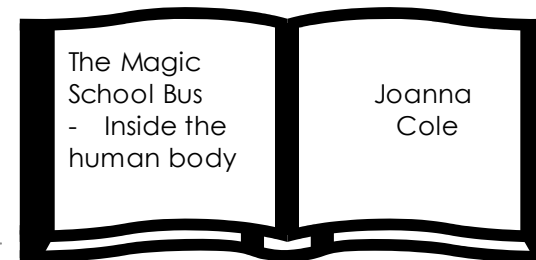
Literacy Link: Adventure story: Imagine being shrunk and being swallowed by mistake

Numeracy Link: Time intervals – looking at the journey of the chocolate through the body

- Graph work on food types

Creative Art Link: Children to design and make a model to represent the digestive system and its working.

Expressive Art Link: Children will perform a dance working in groups, which will show the movement of food through the body.



Year 4: What happens to the food we eat?

Year 4: Science, Art and DT Knowledge, Skills and Understanding

Year 4 Science: Animals, including humans

- Can they take measurements using different equipment and units of measure and record what they have found in a range of ways?
- Can they make accurate measurements using standard units?
- Can they explain their findings in different ways (display, presentation, writing)?
- Can they make a prediction based on something they have found out?
- Can they record and present what they have found using scientific language, drawings, labeled diagrams, bar charts and tables?

- Can they identify and name the basic parts of the human digestive system?
- Can they describe the function of the organs of the human digestive system?
- Can they identify the simple function of different types of human teeth?
- Can they compare the teeth of herbivores and carnivores?
- Can they explain what a simple food chain shows?

Year 4 Science: (Challenging)

- Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?
- Can they report findings from investigations through written explanations and conclusions?
- Can they use a graph or diagram to answer scientific questions?

Art & Design : Drawing

- Can they begin to show facial expressions and body language in their sketches?
- Can they identify and draw simple objects, and use marks and lines to produce texture?
- Can they organise line, tone, shape and colour to represent figures and forms in movement?
- Can they show reflections?
- Can they explain why they have chosen specific materials to draw with?

Design Technology

- Can they come up with at least one idea about how to create their product?
- Do they take account of the ideas of others when designing?
- Can they produce a plan and explain it to others?
- Can they suggest some improvements and say what was good and not so good about their original design?
- Can they tell if their finished product is going to be good quality?
- Are they conscious the need to produce something that will be liked by others?
- Can they show a good level of expertise when using a range of tools and equipment?
- Have they thought of how they will check if their design is successful?
- Can they begin to explain how they can improve their original design?
- Can they evaluate their product, thinking of both its appearance and the way it works?

Year 4: What is your favourite kind of pizza?

Cooking and Nutrition

Pupils should be taught to:

Understand and apply the principles of a healthy and varied diet

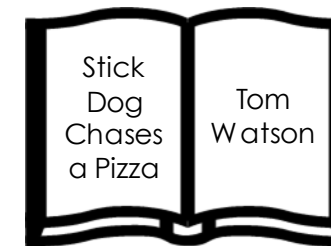
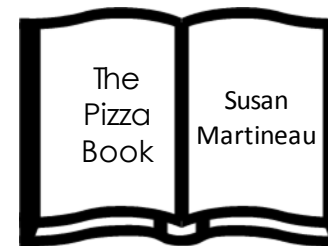
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

WOW: Watch an advert for pizza and discuss what makes you want to buy it.

LC1	What different types of pizza are available and what ingredients do they use?
LC2	How can we make the dough for the base of a pizza?
LC3	Which recipe for the base tomato sauce will we use?
LC4	Which pizza toppings could we add and how are they prepared?
LC5	How healthy is a pizza?
LC6	How will we make sure our pizza looks good as well as tastes good?
Ref	What will we include on our pizza as toppings and what will we call our pizza?

Literacy Links: Opportunities for the children to research and report their findings.



The Learning Challenge
CURRICULUM

Year 4: How can we bring our drawings to life?

Drawing Pupils should be taught: To improve their mastery of art and design techniques, including drawing.	
WOW: Show the children an artist's or art student's sketch pad.	
LC1	What do we know about different drawing materials and their effects?
LC2	Can we draw an object using shading to show texture?
LC3	How can we show shadow and reflection in our sketches and drawings?
LC4	Can we apply our drawing skills when we draw pictures of people?
LC5	How do artists show movement in their art work and what can we learn from this?
LC6	How can we draw pictures of people in action and give the viewer the impression of movement?
Ref	What are our 'Top Tips' for drawing brilliant pictures?

Oracy Link: Opportunities for the children to discuss, justify and give explanations.

Science Link: Opportunities for the children to learn about the properties of light.

Literacy Link: Opportunities for the children to write a guide to developing drawing skills.

