


<p>Topic Name – Mountains Disposition Developing Compassion: Caring for Others, Animals and the Environment.</p>		<p>Year Group - Year 4 Autumn 2 Topic Purpose Question: Why are ecosystems an important part of natural life?</p>	<p>Curriculum Coverage: Geography Topic Purpose – To extend knowledge and understanding beyond the local area to include characteristics of a range of the world’s most significant human and physical features. This should allow the children to have a deeper understanding of the interaction between human and physical processes and of the formation and use of landscapes and environments.</p>	<p>Class Novel: Mr Stink Purpose- Topic specific vocabulary to support the writing focus for this term, as well as immersing the children in a novel by a modern day author.</p>
<p>Links to previous topics. Year 1 – Seasons Year 2 – The Coast Links to future topics. Year 5 – Ancient Civilisation Year 5 – Amazon Rainforest</p>	<p>Geography Describe and understand key aspects of: - Physical Geography –mountains - Human Geography – types of settlement and land use, economic activity including trade links and distribution of natural resources including food, minerals and water.</p> <ol style="list-style-type: none"> 1. What are mountains and how are they formed? (Physical Geography) 2. Can you describe and understand the key features of a mountain? (Physical Geography) 3. What are the main mountains of the world? Emphasis on the 7 summits across the continents. (Locational Knowledge) 4. Can you locate some of the world’s famous mountains on a map? (Geographical skills) 5. How have humans learned to live alongside mountains? (Human Geography) 		<p>Computing Creating media – Audio production Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>To record sound using a computer To play recorded audio To import audio into a project To delete a section of audio To change the volume of tracks in a project</p> <p>Key Vocabulary: Audio, microphone, speaker, headphones, input device, output device, podcast, edit, trim, align, sound, layer, import, record, playback, edit, selection, load, save, export, MP3</p>	
<p>Engage Stage/Memorable Experience Explorer Academy – Mountains workshop.</p> <p>Extended/linked reading</p>	<p>DT Electrical systems – torch to go up the mountain – simple circuits and switches – see planning</p> <p>Electrical systems Skills– to make a simple circuit and switch to turn the torch on and off so it can be used during dark periods of walking up a mountain by making a secure connection.</p> <p>Key Vocabulary: series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip control, program, system, input device, output device user, purpose, function, prototype, design criteria, innovative, appealing, design brief</p>		<p>Science Living things and their habitats. Recognise that living things can be grouped in a variety of ways. Pupils should explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds and mammals; and invertebrates into snails and slugs, worms, spiders and insects.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things. Pupils should explore examples of human impact (both positive and negative) on environments – discussion on habitats and what they provide living things with. How can human/environmental factors affect the habitat and the food chains which live within them. Positive effects could be nature reserves, garden ponds or ecologically plant parks. Negative effects of population and development, litter or deforestation. Purpose Question: Does nature or humans have the biggest impact on animal and plant habitats?</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Purpose Question Love to Investigate – What animals live in a river?</p>	
<p>RE Theme: Christmas</p> <p>Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Religion: Christianity</p> <p>Disposition: Being Loyal and Steadfast</p>	<p>PSHE Celebrating Differences Judging by Appearances Understanding Influences Understanding Bullying Special Me Anti-Bullying Week Parliament Week</p> <p>Spanish See planning on Language Angels.</p> <p>Unit: Seasons</p>	<p>PE Swimming (Teacher Led) To become competent, confident and proficient swimmer over a distance of at least 25 metres. To practise a range of strokes effectively. To perform safe self-rescue in different water-based solutions.</p> <p>Gymnastics (Teacher Led) Unit 1 to cover: - To perform a six-element sequence which uses changes in speed and direction. - To use the STEP principle to create and perform a partner sequence. - To take weight onto the hands and show control. - To develop a sequence using compositional ideas e.g. pathways. - To co-operate as a group to refine a short sequence. - To compare and judge sequences.</p> <p>Games – Football (Sport Coach Led) - To run onto the ball to receive it. - To explore front and goal side marking techniques. - To perform a standing tackle to disposes the attacker. - To dribble, showing good control to progress forward. - To pass over longer distances and set up team mates to shoot. - To perform passing and moving with a teammate.</p>		<p>Oracy</p> <p>Instigate - Starts the discussion or moves it onto a new point.</p> <ul style="list-style-type: none"> • I think we should consider... • I would like to start by saying... • Let’s also think about... <p>Build - Adds to or builds on an idea.</p> <ul style="list-style-type: none"> • I agree and would like to add... • Adding onto what ___ said... • Building on ___ said... <p>Challenge – Give reason/s to disagree or present an alternative argument.</p> <ul style="list-style-type: none"> • Respectfully, I disagree with.... because.... • I hear what you’re saying but... • On the other hand,

