

Our Local Area

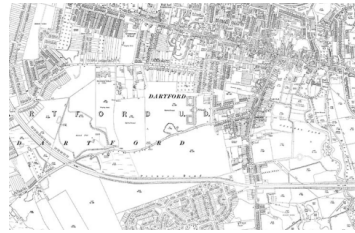
Year 4 Term 5

The final showdown!

3D models showing how the school/ local area has changed over time.



The BIG Questions...



What is our local area like?
How has our local area changed over time?
What will our local area be like in the future?

Opportunities for visits, visitors and outdoor learning...

- Talk with Mr Langridge about how the school has changed over time.
- Walk around the local area.
- Walk around the school site.

Key Skills and Knowledge

Possible activities

Geography

As geographers we will ...

- Name and locate counties and cities of the United Kingdom, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time.
- Describe and understand key aspects of human geography, including: types of settlement and land use, and economic activity including trade links, focussing on the local area.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

- To locate Dartford on a range of maps including digital and OS. Link to other major cities. Look at land use topographical features.
- To compare maps of Dartford and Wentworth from different time periods and compare the similarities and differences.
- Talk with Mr Langridge about how our school has changed over time.
- To look at the human geography of Dartford.
- Walk around the local area/ school to observe, measure and record human and physical features.

Science

As scientists we will...

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

- To group living things in a variety of ways.
- To classify vertebrates
- To complete an invertebrate hunt
- To create and use classification keys
- To complete a local habit survey
- To research environmental changes
- To research endangered species and find out why they are endangered.

PSHE

As Wentworth citizens we will...

- Circle time discussions

	<ul style="list-style-type: none"> • research, discuss and debate topical issues, problems and events that are of concern and offer their recommendations to appropriate people. • appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. • consider the lives of people living in other places, and people with different values and customs. 	<ul style="list-style-type: none"> • To look at the range of national, regional, religious and ethnic identities in the United Kingdom. • To look at the lives, customs and values of people in different places. (Link to English stories from other cultures)
R.E.	<p>As religious scholars we will.. <u>(Why are festivals important to religious communities?)</u></p> <ul style="list-style-type: none"> • Ask questions and give ideas about what matters most to believers in festivals • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives • To make connections between stories, symbols and beliefs with what happens in at least two festivals • Identify similarities and differences in the way festivals are celebrated within and between religions 	<ul style="list-style-type: none"> • Consider what is worth celebrating • Look for similarities and differences between religious and non-religious celebrations • Think of reasons why some people choose to celebrate significant events • Understand why Divali is significant to Hindus • Retell the story of Rama and Sita • Make links between the story of Rama and Sita and the idea of overcoming evil in life today • Consider questions such as 'Who influences me to be good or bad?' • Look for similarities and differences between the way Divali is celebrated by different people and Divali and another festival • Consider why Muslims celebrate at the end of Ramadan • Describe the similarities and differences between Id and Easter • Consider questions such as 'Is it hard to make sacrifices?' • Think about sacrifice at Easter and Id • Describe ways in which Ramadan and Eid show commitment to Allah • Consider why Jewish people celebrate Pesach every year • Describe a link between a selection of Pesach symbols and the story of Pesach • Make links between the ideas of Pesach e.g. sacrifice, hope, sadness or joy and their own life • Consider what we can learn from celebrations and festivals • Consider questions such as 'Can the real meaning of a festival be preserved, or do the shops always take over?' • Look for similarities and differences between the beliefs that festivals express • Explain what the story of Divali/Easter/Pesach/Id might mean to a believer today
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> • Draw for a sustained period of time at an appropriate level. • Experiment with different grades of pencil and other implements to achieve variations in tone. 	<ul style="list-style-type: none"> • To experiment with different drawing techniques with pencils. • To sketch observational drawings of the school

	<ul style="list-style-type: none"> • Use sketchbooks to record and evaluate media explorations. • Include in their drawing a range of techniques and begin to understand why they best suit. • Have opportunities to develop drawings featuring the third dimension and proportion. 	<p>from different views using a range of pencils.</p> <ul style="list-style-type: none"> • To use chalk and charcoal to sketch a view of the school.
Computing	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> • Use Scratch <ul style="list-style-type: none"> - All motion blocks (blue) - All look blocks (purple) - Play sound blocks (magenta) - Basic event blocks (yellow) – when clicked / when pressed - Wait / repeat / forever blocks (orange) - Basic sensing blocks – make a sprite react to a colour / object (light blue) 	<ul style="list-style-type: none"> • Use the tutorial sessions in Scratch to introduce the basic skills. • Complete tinkering activity one to use basic skills. Adapt the story.
British Values	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> • Vote for house captains. • Follow instructions. • Play fairly. • Follow the rules for safety. • Respect others. • Learn about other faiths and religions. 	<ul style="list-style-type: none"> • To vote for House Captains
P.E.	<p>As sports stars we will...</p> <ul style="list-style-type: none"> • Follow a map in a (more demanding) familiar context. • Follow a route within a time limit. • Mark control points in the correct position on map or plan. • Find the way back to a base point. • Choose effective strategies and change ideas if not working. • Watch and describe different styles of running for different distances. • Recognise and record how the body works in different types of challenges over different distances. • Set realistic targets of times to achieve over a short and longer distance (with guidance). • Choose different styles of jumping. • Watch and describe specific aspects of jumping e.g. what arms and legs are doing. • Set realistic targets when jumping for distance for height (with guidance). • Consistently hit target with a range of implements. • Watch and describe specific aspects of throwing (e.g. what arms and legs are doing). • Set realistic targets when throwing over an increasing distance and understand that some implements with travel further than others (with guidance). 	<ul style="list-style-type: none"> • To take part in a range of OAA activities. • To improve, develop and refine athletics skills. • To take part in athletics competitions within the school.
Music	<p>As musicians we will...</p> <ul style="list-style-type: none"> • Sing Songs • Join in confidently with whole class and assembly singing. • Sing in a round with others or alone and maintain their own part. • Sing with expression and accurate pitch. • Play Instruments (Violins) • Copy increasingly complex 4-beat rhythms accurately. • Attempt to copy 8-beat rhythms accurately. • Understand that performances start and end in silence and show a level of maturity when performing. • Follow Notation 	<ul style="list-style-type: none"> • Violin lessons with Red Rooster.

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| | <ul style="list-style-type: none">• Follow simple rhythmic notation. | |
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