

Year 4

Theme: Water

Topic/Core Question:
Water – shouldn't we all have some?

Learning Stimuli: visit from Severn Trent Water

Helping Lights Shine for All

The children will learn about the uses of water in everyday life and how it is made clean for consumption and use in our homes. Children will contrast this with the levels of access to safe water around the world, the dangers of dirty water and consider the impact this has on the lives of those forced to use it.

As global citizens and change-makers (Geography, RE & P4C):

We will describe and understand key aspects of human geography, including the distribution of water. We will identify the positions and significance of water throughout the world. We will describe and understand key aspects of physical geography, including climate zones. We will consider the Creation Story from a Christian's point of view.

As scientists and problem-solvers (Science, Computing & P4C):

We will compare and group materials according to whether they're solid, liquid or gases. We will observe and explain what happens when materials change state (cooling/heating). We will explore and answer questions about the water cycle. We will be coding and programming.

As communicators & collaborators (Literacy, Maths, Music, MFL, P4C):

We will look at the work of Claude Monet as inspiration for colour mixing and creating our own paintings. We will use the book 'Kensuke's Kingdom' as inspiration for our Literacy. We will practise, problem solve and reason using number skills relating to place value, addition and subtraction.

Theme: Water

Topic/Core Question:
Sustainable energy – how can water help?

Learning Stimuli:

Helping Lights Shine for All

The children will learn about different sources and locations of sustainable energy around the UK and the rest of the world. Children will consider the impact of hydro-electric and ocean-based wind farms. This will be linked to energy consumption at school and at home and how this could be reduced.

As global citizens and change-makers (History, Geography, RE & P4C):

We will ask and answer questions, choosing and using parts of stories and other sources to learn about the life of Grace Darling and the impact her life had on coastal life. We will use world maps, atlases and globes to identify and locate the five oceans of the world and discover about marine life using vocabulary such as beach, cliff, coast, sea, ocean, river, port and harbour.

As scientists and problem-solvers (Science, DT, Computing & P4C):

We will explore and answer questions about animals that live in and around these habitats. We will learn how to take care of these animals and keep them safe. We will become familiar with the common names of some fish, amphibians, reptiles, birds and mammals that live in and around our ponds, rivers and oceans. Working scientifically we will use observations to compare and contrast animals at first hand or through videos and photographs, describing how we identify and group them including grouping these animals according to what they eat.

As communicators & collaborators:

we will look at the work of F. S. Lowther as inspiration to design our own water colour paintings, focusing on techniques in using colour, pattern, texture, line, shape, form and space. We will use technology purposefully to create, organise, store, manipulate and retrieve digital content. As well as using our voices expressively to sing sea shanties.

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Topic/Core Question:

Canals – where did they come from? Where do they go?

Learning Stimuli:

Helping Lights Shine for All

The children will learn about canals, exploring their role and routes in our area, and across the country. They will also learn about the change in their design and use over time, as well as the key people involved and unique engineering achievements; such as the Anderton Boat Lift, Llangollan Canal Bridge & the Falkirk Wheel.

As global citizens and change-makers (History, Geography, RE & P4C):

Using world maps, atlases and globes, we will identify the United Kingdom and its countries. We will name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. We will refer to: key physical and human features. using vocabulary such as beach, cliff, coast, sea, ocean, river, port and harbour. We will explore and answer questions about the current issues impacting coastlines, to what extent it is our responsibility to protect this environment and how we can make a difference.

As scientists and problem-solvers (Science, DT, Computing & P4C):

We will raise and answer questions by working scientifically to observe, sort and classify animals and the habitats they inhabit. We will explore and compare the differences between things that are living, dead, and things that have never been alive. We will identify that most living things live in habitats to which they are suited and identify and name a variety of plants and animals in their habitats, including microhabitats We will learn how to stay safe online and design our own computer program, through the use of algorithms.

As communicators & collaborators: (Literacy, Maths, Art, Music, MFL, P4C):

We will look at the work of George Seurat as inspiration to design our own beach themed painting, focusing on mixing a range of secondary colours, shades and tones. We will experiment with tools to practice the technique of pointillism, working on a range of scales e.g. large brush on large paper etc. We will be using our voices to sing in unison and to sing call and response songs

Year 2

Theme: Water

Topic/Core Question:

At the beach – how do we protect people & our coastline?

Learning Stimuli:

Helping Lights Shine for All

The children will learn about the coastline of the UK and how it is used. They will think about the environmental impact of people at the beach and pollution in the sea, as well as the role of lifeguards and the National Trust in making the environment safe for people to use.

As global citizens and change-makers (History, Geography, RE & P4C):

Using world maps, atlases and globes, we will identify the United Kingdom and its countries. We will name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. We will refer to: key physical and human features. using vocabulary such as beach, cliff, coast, sea, ocean, river, port and harbour. We will explore and answer questions about the current issues impacting coastlines, to what extent it is our responsibility to protect this environment and how we can make a difference.

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Topic/Core Question:
Antarctica – how do living things survive?

Learning Stimuli:

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The children will learn about the location of Antarctica and expeditions to reach the South Pole. They will reflect upon how animals and people are protected against the cold and how this polar environment needs protecting from human impact (global warming).

As global citizens and change-makers (History, Geography, RE & P4C):

We will ask and answer questions, choosing and using parts of stories and other sources to learn about the life of Grace Darling and the impact her life had on coastal life. We will use world maps, atlases and globes to identify and locate the five oceans of the world and discover about marine life using vocabulary such as beach, cliff, coast, sea, ocean, river, port and harbour.

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