

HOOK: Watch the Blue Planet 2 film. How does it make you feel? How can we help the environment? Children explore the images and emotive language in this film clip, relate to their own personal experiences and generate ideas about how to help reduce plastic pollution in our oceans and on our coastlines.

LITERACY
Blue Planet 2 by David Attenborough film clip inspires persuasive letters to local supermarkets to reduce plastic packaging.

Radio commentaries inspired by 'The Fastest Boy in the World' by E Laird

DT
Design, plan and create photo frames to display our sea inspired art.

ART
Observational sketches of shells.

MUSIC
Sea Shanties

HOME LEARNING Create a holiday guide, information fact file or newspaper report about a coastal destination in the UK.

School Trips: Chichester Harbour/Rowhill Nature Reserve/Hooke Court Residential

Coastal Explorers

RATIONALE: In our Geography based topic, children will be taking a trip to the coast, exploring the UK coastline (particularly in Chichester and Dorset) by identifying human and physical features there. They will explore how coasts have changed over time, and use maps, as well as learning from our school trips, to identify geographical features, and compare and contrast coastal areas with Aldershot. In this topic, caring for our heritage and environment is an important focus, and we will discover how to protect our beaches, and learn about ways to save our coastline.

GEOGRAPHY DRIVER:

Includes fieldwork at Hooke Court/Chichester Harbour

Children will compare physical features of coastal areas in the UK e.g. sandy, Jurassic, shingle

What is the same? What is different about these coastal destinations?

Children will use first-hand experiences to explore how coastal erosion occurs: How do coasts change? What is coastal erosion? How can we protect the UK? What sea defences are used to protect the UK?

Pupils should understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

Pupils should describe and understand key aspects of:

-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Year 4: SUMMER 2 TERM

SCIENCE: Rocks

Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

Explore how fossils are formed when things that have lived are trapped within rock.

Recognise that soils are made from rocks and organic matter.

Working Scientifically: Fair Testing

Recognise that factors other than that we are changing may have an effect and seek to control these factors.

Computing

Plan and test an algorithm; plan create and search a data base; plan a TV or online advert for a game.

Pathway to Musical Independence

Title Romans

Identify the learning

Dimensions

Duration: Identify how rhythm patterns fit to a steady beat

Dynamics: Identify, use and understand getting louder and softer

Structure: Develop understanding of conventional structure through introductions and codas. Explore the use of simple ostinatos

Skills

Playing: Develop instrumental skills and techniques and