

Year group: 4

Term: 1

Topic: Lands End to London

Kernow Cluster Topic Overview Sheet

## Objectives



### Key vocabulary:

coast, rural, urban, city, landmark, location, population, pollution, sustainability, settlements

### Opportunities for trips / visitors:

Brian Terry- Fairtrade

### Digital literacy:

- I can find, select, use and combine information from a range of sources.
- I can safely and critically navigate between online sources and select information effectively
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### Geography objectives:

- Name and locate counties and cities of the United Kingdom, geographical features and land use patterns and understand how these features have changed over time.
- Understand geographical similarities and differences through the study of a region of the United Kingdom.
- Describe and understand key aspects of human geography including types of settlement and land use.

### Art objectives:

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- To learn about great artists, architects and designers in History.

### PE objectives:

- Explore, improvise and combine movements and ideas effectively.
- Perform with an awareness of the rhythmic, dynamic and expressive qualities.
- Create and link simple dance phrases using dance structures and motifs.

### PSHE objectives:

#### Living in the Wider World

- Describe the nature and consequences of bullying and express ways of responding to it.
- Identify different types of relationship (for example, marriage or friendships) and can show ways to maintain good relationships) for example, listening, supporting and caring)

### Languages objectives:

Children will learn about:

- Numbers
- Colours
- Descriptive words, including size.
- Household vocabulary
- Animals
- Greetings and expressions

### Music objectives:

- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.

### RE objectives:

- I can use a developing religious vocabulary to describe some key features of religions.
- I can recognise similarities and differences between key features of religions.
- I can make links between beliefs and sources, including religious stories and sacred texts.
- I can identify the impact religion has on believer's lives.
- I can describe some forms of religious expression.
- I can identify what influences me.
- I can make links between aspects of my own and other's experiences.
- I can ask important questions about religion and beliefs.
- I can make links between my own and others' responses.
- I can make links between values and commitments and my own attitude and behaviour.

### Maths objectives:

- Count in multiples of 6, 7, 9, 25 and 1000
- Find 1000 more or less than a given number
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- Order and compare numbers beyond 1000
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- Recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit
- Divide 2 and 3 digit numbers by 1 digit numbers
- Find the area of rectilinear shapes by counting squares
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- Solve simple measure and money problems involving decimals to two decimal places.

### Science objectives:

- Name a variety of living things in their local and wider environment.
- Group a variety of living things.
- Recognise that environments can change and this can sometimes pose dangers to living things.
- Interpret a variety of food chains, understanding the role of the producer, predator and prey.
- Use classification keys to group living things.
- Discuss how living things can be grouped.
- Recognise a classification key and begin to understand how it works.
- Recognise what makes a living thing.



### English objectives:

- Plan their writing by discussing and recording ideas on a blank, known format.
- Draft and write by organising paragraphs around a theme.
- Draft and write in narratives, creating characters, settings and plot with consideration for the audience and purpose.
- Draft and write non-narrative material using simple organisational devices. (Text boxes, images, captions and diagrams.)
- Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements.
- Compose appropriate similes.
- Use expanded noun phrases.
- Use commas after fronted adverbials.
- Use a wide range of conjunctions, adverbs and prepositions to express time and cause which are suitable to the genre.

### Computing objectives:

- Understand computer networks including the internet: how they can provide multiple services, such as the world-wide web and the opportunities they offer for communication and collaboration.
- Select, use and combine a variety of software on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

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# Kernow Cluster Topic Overview Sheet

## Skills



- Previous learning**
- Points of a compass, types of house and basic human geography. (Yr 1)
  - Comparing places (Yr2)
  - Capital cities and key geographical vocabulary (Yr 3)

- Future Learning**
- Map work, locating countries and continents and characteristics of human geography (Yr 5)
  - How humans affect the planet and global comparison. (Yr 6)

- Geography skills:**
- Ask and respond to simple geographical questions.
  - Use an increasing range of secondary sources and first-hand enquiry e.g. surveys.
  - Present findings using a range of simple graphs and charts.
  - Talk about evidence and draw simple conclusions.
  - Use simple geographical vocabulary e.g. country, city, climate, landscape.
  - Use world maps, atlases and globes and digital/computer mapping to locate towns/ cities in the UK.
  - Talk about and describe features of localities beyond the local area, including a region within the United Kingdom.
  - Identify a range of simple human processes, e.g. types of settlement and land use.
  - Identify simple geographical patterns, e.g. hotels on a seafront.
  - Identify and describe the way in which physical and human processes can change the features of a locality.
  - Justify reason, thoughts and views with factual information.
  - Provide factual evidence to support ways in which people can improve and sustain the environment.
  - Use range of sources of evidence to support environmental issues.

- Computing skills:**
- Acquire, store and combine images from cameras of the internet for a purpose.
  - Use the print screen function to capture an image.
  - Select certain areas of an image and resize, rotate and invert the image.
  - Edit pictures using a range of tools in a graphics program.

- PSHE:**
- Living in the Wider World**
- Describe the nature and consequences of bullying and express ways of responding to it.
  - Identify different types of relationship (for example, marriage or friendships) and can show ways to maintain good relationships (for example, listening, supporting and caring)

- Languages skills:**
- Listen to and respond with phrases and simple sentences.
  - Identify words that are masculine, feminine or neutral.
  - Write a simple sentence.

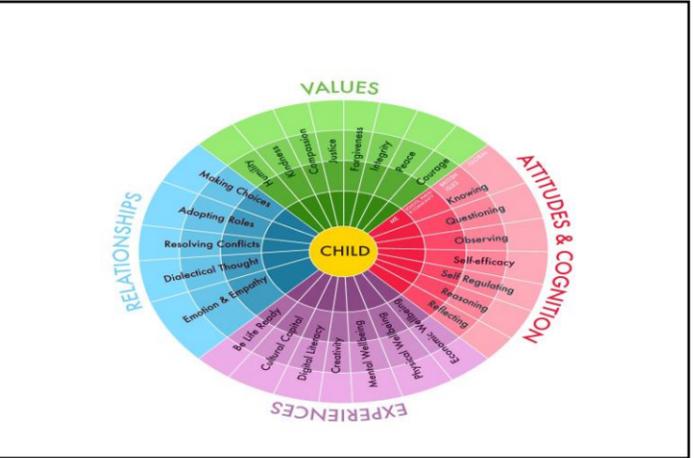
- RE skills:**
- I can use a developing religious vocabulary to describe some key features of religions.
  - I can recognise similarities and differences between key features of religions.
  - I can make links between beliefs and sources, including religious stories and sacred texts.
  - I can identify the impact religion has on believer's lives.
  - I can describe some forms of religious expression.
  - I can identify what influences me.
  - I can make links between aspects of my own and other's experiences.
  - I can ask important questions about religion and beliefs.
  - I can make links between my own and others' responses.
  - I can make links between values and commitments and my own attitude and behaviour.

- Art skills:**
- Talk about the visual and tactile qualities and drawing and painting media.
  - Begin to explore perspective by overlapping lines and shapes and by blurring the edges of distant shapes.
  - Use line drawings to show the size and relationship of shapes.
  - Use a viewfinder to isolate and record parts of an image.
  - Draw the outline of a simple figure.

- Maths skills:**
- Count in multiples of 6, 7, 9, 25 and 1000
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  - Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
  - Order and compare numbers beyond 1000
  - Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
  - Estimate and use inverse operations to check answers to a calculation
  - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
  - Recall multiplication and division facts for multiplication tables up to 12 x 12
  - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
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  - Find the area of rectilinear shapes by counting squares
  - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
  - Solve simple measure and money problems involving decimals to two decimal places.

- PE skills:**
- Explore, improvise and combine movements and ideas effectively.
  - Perform with an awareness of the rhythmic, dynamic and expressive qualities.
  - Create and link simple dance phrases using dance structures and motifs.

- Music skills:**
- Listen to, discuss and analyse simple songs with verse and chorus and rondo.
  - Explore a range of musical genres.



- English skills:**
- Plan their writing by discussing and recording ideas on a blank, known format.
  - Draft and write by organising paragraphs around a theme.
  - Draft and write in narratives, creating characters, settings and plot with consideration for the audience and purpose.
  - Draft and write non-narrative material using simple organisational devices. (Text boxes, images, captions and diagrams.)
  - Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements.
  - Compose appropriate similes.
  - Use expanded noun phrases.
  - Use commas after fronted adverbials.
  - Use a wide range of conjunctions, adverbs and prepositions to express time and cause which are suitable to the genre.

- Science skills:**
- Describe features of plants and animals and compare similarities and differences between subgroups, recognising that all living things can be grouped in different ways.
  - Explore and use classification keys to help to group, identify and name a variety of living things in the local and wider environment.
  - Construct and interpret a variety of food chains, identifying producers, predators and prey.
  - Recognise that environments can change and that this can pose dangers to living things.