

Topic Curriculum Planning

Year Group: 4	Term: Spring	Theme: Natural Disasters
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Curriculum Objectives:

Science Objectives:

Living Things and their Habitats

- recognise that environments can change and that this can sometimes pose dangers to living things

States of Matter

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Geography Objectives:

Describe and understand key aspects of:

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

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

- Locate places in the world where volcanoes occur.
- Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.
- Use the language of rivers e.g. erosion, deposition, transportation.
- Explain and present the process of rivers, earthquakes, volcanoes
- Draw diagrams, produce writing and use the correct vocabulary

Art Objectives:

Create sketch books to record their observations and use them to review and revisit ideas

improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

- Experiment with a wider range of materials
- Develop artistic/visual vocabulary to discuss work
- Begin to suggest improvements to own work
- Present work in a variety of ways
- Work in stages using different materials for particular effects.
- Make some independent decisions about colour.
- Begin to understand and identify complementary colours and warm and cool colours.
- Control brushes and materials with confidence.
- Adopt a systematic approach when mixing and applying colour.

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Music Objectives:

- To explore combinations of different timbres to accompany a song.
- To learn how to accompany a song with drone and ostinato.
- To explore the descriptive music of two major composers.
- To compose an introduction for a song.
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- To compose an introduction for a song.

SRE/PHSE Objectives:

- To understand how you can work collaboratively towards a shared goal.
- To recognise when you need help and to develop skills to ask for help.
- To develop basic skills to resist pressure to do some dangerous or unhealthy that makes you feel anxious or uncomfortable.
- Realise the consequences of anti-social behaviour such as bullying and discrimination of individuals and communities.

R.E. Objectives:

Judaism - How important is it for Jewish people to do what God asks them to do?

Christianity – Is forgiveness always possible?

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Lesson	Subject/s	Learning Objective	Lesson	Subject/s	Learning Objective
1	R.E. (Judaism)	To begin to understand that some religions are forbidden to eat their favourite foods. To understand that people share different opinions.	13	Science (Living Things)	To recognise that environments can change and that this can sometimes pose dangers to living things.
2	R.E. (Judaism)	To understand what Kosher food is.	14	Science (Living Things)	To consider some of the natural changes that could happen to an environment and to understand what some living things can do to survive such changes.
3	R.E. (Judaism)	To know understand what happens during the Passover festival.	15	Science (Living Things)	To use a simple enquiry to demonstrate the effect of a greenhouse and relate this to climate change.
4	Geography	To understand what is meant by a natural disaster	16	Science (Living Things)	To plan positive changes to a local environment and use evidence to answer questions about why they are making the changes.
5	Geography	To use maps to locate volcanoes and earthquakes around the world and think about the impact they have on these locations	17	Science (States of Matter)	To compare and group materials together, according to whether they are solids, liquids or gases
6	Geography	To describe and understand key aspect of physical geography in the context of volcanoes	18	Science (States of Matter)	To understand what a gas is and to describe how gases move.
7	Geography	To describe and understand key aspects of physical geography in the context of earthquakes	19	Science (States of Matter)	To understand, through practical tasks, that materials change state when they are heated or cooled and to describe this process using scientific language
8	Geography	To understand the impact following an earthquake	20	Science (States of Matter)	To identify the part played by evaporation and condensation in the water cycle by creating a model of the water cycle. I can identify and describe the different stages of the water cycle.
9	Art	To learn about Andy Warhol	21	SRE/PHSE	To understand how you can work collaboratively towards a shared goal.
10	Art	To learn the background concerning the Andy Warhol Vesuvius painting	22	SRE/PHSE	To recognise when you need help and to develop skills to ask for help. To develop basic skills to resist pressure to do some dangerous or unhealthy that makes you feel anxious or uncomfortable.
11	Art	Techniques in screen painting	23	SRE/PHSE	Realise the consequences of anti-social behaviour such as bullying and discrimination of individuals and communities.
12	Art	Creating Vesuvius screen painting of Vesuvius	24	R.E./ PHSE	To understand what forgiveness is

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25	R.E.	To understand how Jesus showed forgiveness.	28	Music	To explore combinations of different timbres to accompany a song. To learn how to accompany a song with drone and ostinato.
26	R.E.	To understand what Christians believe about forgiveness.	29	Music	To explore the descriptive music of two major composers. To compose an introduction for a song.
27	Music	To explore how different timbres can be descriptive.	30		