

<b>Year group:</b> Year 4	<b>Term:</b> Summer 2	<b>Topic:</b> Blue Abyss - Who will have the courage to protect our oceans?	<b>Kernow Cluster Topic Overview Sheet</b>
<b>Opportunities for outdoor learning:</b>	<b>Key vocabulary:</b> adapt, camouflage, climate, conservation, coral, freediving, habitat, oceanography, organism, pressure, species, submarine		<b>Objectives</b>



<b>PSHE objectives:</b>
<b>Life to the Full units.</b>
Life to the Full lessons
LKS2 Module 1 Unit 2 Session 4 Changing Bodies LKS2 Module 1 Unit 2 Session 5 Boy / Girl discussion groups
LKS2 Module 1 Unit 3 Session 1 What am I feeling?
LKS2 Module 1 Unit 3 Session 2 What am I looking at? LKS2 Module 1 Unit 3 Session 3 I am thankful LKS2 Module 1 Unit 4 Session 1 Life cycles

<b>PE objectives:</b>
<b>Athletics 1 - Go Active - Sprinting &amp; Jumping</b>
<b>Athletics 2 - Throwing</b>

<b>Art objectives:</b>
Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Create sketchbooks to record their observations and use them to review and revisit ideas. Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.

<b>Music Objectives</b>
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
• improvise and compose music for a range of purposes using the inter-related dimensions of music
• listen with attention to detail and recall sounds with increasing aural memory
• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

<b>Catholic Values:</b>
Weekly virtue Assembly
Focus on the virtue of magnanimity - the courage to step up and protect our oceans.

<b>Geography Objectives:</b>
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis.

<b>Science objectives:</b>
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
Ask relevant questions and using different types of scientific enquiries to answer them.
Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.
Construct and interpret a variety of food chains, identifying producers, predators and prey.
Construct and interpret a variety of food chains and webs to show interdependence and how energy is passed on over time.
Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
Explain how adaptations help living things to survive in their habitat.
Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
Take accurate measurements in standard units, using a range of equipment.

<b>RE objectives:</b> Reconciliation, Universal Church, Life to the Full
Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used
Describe with increasing detail and accuracy:
A range of religious beliefs
The life and work of key figures in the history of the People of God
Different roles of people in the local, national and global church
Religious symbols and the steps involved in religious actions and worship
Those actions of believers which arise as a consequence of their beliefs
Make links between:
Beliefs and sources, giving reasons for beliefs
Beliefs and worship, giving reasons for actions and symbols
Beliefs and life, giving reasons for actions and choices
Use a wider range of religious vocabulary
Ask and respond to questions about their own and others' experiences and feelings about each of the area of study, in relation to questions of meaning and purpose
Make links to show how feelings and beliefs affect their behavior and that of others
Use a given source to support a point of view
Express a point of view
Express a preference



<b>Writing objectives:</b>
place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
use the first 2 or 3 letters of a word to check its spelling in a dictionary
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

<b>Opportunities for trips / visitors:</b> Fisherman to bring live lobsters. Google Meet with submariner?
<b>Whole class texts:</b>
Treasure Island - Robert Louis Stevenson

<b>Maths objectives:</b>
Interpret charts
Comparison, sum and difference
Introducing line graphs interpreting and recording using line graphs
Geometry - Property of shape - Turns and angles
Right angles in shapes Compare angles Identify angles
Compare and order angles Recognise and describe 2-D shapes Triangles Quadrilaterals Horizontal and vertical Lines of symmetry Complete a symmetric figure.
Geometry - Position and direction - Describe position Draw on a grid Move on a grid Describe movement on a grid.

<b>Languages objectives:</b>
1 To learn how to make nouns plural in French
1 To learn how to say 'a' and 'some', and change to 'the'.
1 To learn the adjectives of colour
1 To listen and read along
1 To describe animals with colours
1 To join in with a song
1 To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language

<b>Design Technology objectives:</b>
understand how key events and individuals in design and technology have helped shape the world.
select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

<b>Computing objectives:</b>
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.



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Links to previous topics:

Rivers and Mountains

PSHE Skills:

PE skills:

Go Active - Athletics - Sprinting, jumping & throwing

Geography Skills:

Identify the location of the Tropics of Cancer and Capricorn on a world map.  
Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.  
Investigate a geographical hypothesis using a range of fieldwork techniques.

Computing skills

Apply computing skills to use new computing software.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Links to future topics:

Maths skills:

- I can interpret data on a line graph
- I can draw a line graph to represent data
- I know when to use a line graph, rather than a bar chart to represent data.
- I can identify a right angle - I know when angles are greater or less than a right angle
- I can turn shapes through different orientations and reflections.

Art skills:

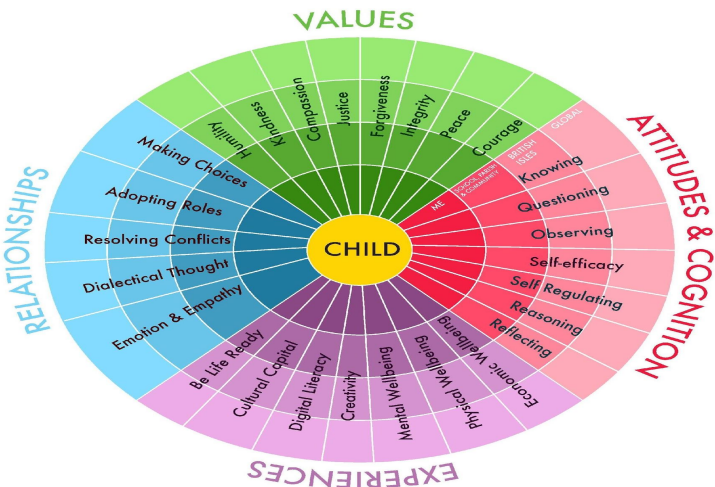
- Use drawing, printing, painting, sculpting and textiles to create a piece of work in response to an artist study or an enquiry based learning focus.
- Develop techniques through experimentation to create different types of art.
- Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.
- Create a series of sketches over time to develop ideas on a theme or mastery of a technique.

Design Technology skills:

Textiles - making examples of cloth batik.

Kernow Cluster Topic Overview Sheet

Skills



Science skills:

- Take accurate measurements in standard units, using a range of equipment
- Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour.
- Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.
- Construct and interpret a variety of food chains and webs to show interdependence and how energy is passed on over time.
- Explain how adaptations help living things to survive in their habitat.
- Explain how unfamiliar habitats, such as a mountain or ocean, can change over time and what influences these changes.

Music Skills

Maintain a simple part within an ensemble or choral group.  
Improvise melodic and rhythmic phrases as part of a group performance.  
Combine musical elements to create a score.  
Begin to use musical notation and devices, e.g. melody, and rhythms to create a score.  
Compose, improve and perform simple melodies and songs.  
Improvise a repeated pattern (Ostinato).  
Use notation associated with duration, e.g. crochet-one beat, minim- two beats, quaver-half beat



Opportunities for home learning / cultural capital

**Set homework:**  
Read knowledge organiser to introduce topic.  
TIMES TABLES – TTRS.  
Daily reading, weekly spellings

English skills:

Begin to use *inverted commas* to demarcate *indirect speech*.  
*'Ran away without stopping.' The man had told the policeman.*  
  
Write *simple* and *compound* sentences using a wider range of *conjunctions*, *so, if, however, meanwhile, although, since, until*.  
*Adverbs, then, so, soon*  
*Or prepositions, before, after, during, in, because of*  
  
Use increasingly complex *conjunctions* to link ideas, *therefore, while, next*.  
  
Expand descriptive phrases by using a list. *Silver, speckled, shimmering stars lit up the miserable night sky.*

RE skills:

- Developing knowledge and understanding
- Making links and connections
- Specialist vocabulary
- Meaning and purpose
- Beliefs and values
- Use of sources of evidence
- Construct arguments
- Make judgements

Languages skills:

Listen, join in and respond; link the spelling, sound and meaning of words; ask and answer questions; read and understand words, phrases and simple texts; read aloud with accurate pronunciation.