

Year group: Year 4 Term: Autumn 1

Topic: Misty Mountain, Winding River

Kernow Cluster Topic Overview Sheet

Objectives



Opportunities for outdoor learning

PSHE objectives:

Recovery curriculum ‘chat time’ mental health and resilience strategies

History objectives:

•NOT COVERED

Geography objectives:

•Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

PE objectives:

GO Active - Football

Art objectives:

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). (Companion project ‘Vista’.)

Key vocabulary:

Altitude, altitudinal zone, collection, condensation, contaminate, dredge, evaporation, plate boundary, ridge, sediment, topography.

Digital literacy:

Can we trust all the information we find online?

How do we know if a source is reliable?

How can we check?

Music objectives:

Not covered in this topic.

Science objectives:

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Recognise that environments can change and that this can sometimes pose dangers to living things.

RE objectives: Creation

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



Maths objectives:

- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems
- Add and subtract fractions with the same denominator
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.

Opportunities for trips / visitors:

Video chat with mountaineer - TBA

Whole class texts:

King of the Cloud Forests – Michael Morpurgo

English objectives:

- use relevant strategies to build their vocabulary
- ask relevant questions to extend their understanding and knowledge
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- proofread for spelling and punctuation errors
- Use inverted commas to indicate direct speech
- Write expanded noun phrases by using modifying adjectives
- (Revisit key sentence-construction objectives)

Languages objectives:

Key phonics sounds (vowels);

basic greetings;

numbers 1-12;

ask and answer age;

classroom instructions.

Design Technology objectives:

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.

Computing objectives:

Using computers as a research tool



Links to previous topics:

Location of volcanoes and jungles. Climate zones.
History of prehistoric Britain. British moorlands.

PSHE:

History skills:

NOT COVERED

Geography skills:

Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.

Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines.

Use four or six-figure grid references and keys to describe the location of objects and places on a map.

A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.

Design Technology skills:

Choose from a range of materials, showing an understanding of their different characteristics.

Different materials and components have a range of properties, making them suitable for different tasks. It is important to select the correct material or component for the specific purpose, depending on the design criteria. Recipe ingredients have different tastes and appearances. They look and taste better and are cheaper when in season.

Links to future topics:

Blue Abyss, Traders and Raiders.

Maths skills:

- Apply a range of appropriate approaches to systematically solve problems.
- Add and subtract mentally pairs of two-digit numbers.
- Use formal written methods of short multiplication.
- Add and subtract a range of unit fractions with the same denominator.
- Add and subtract standard metric units

PE skills:

Go Active – Football

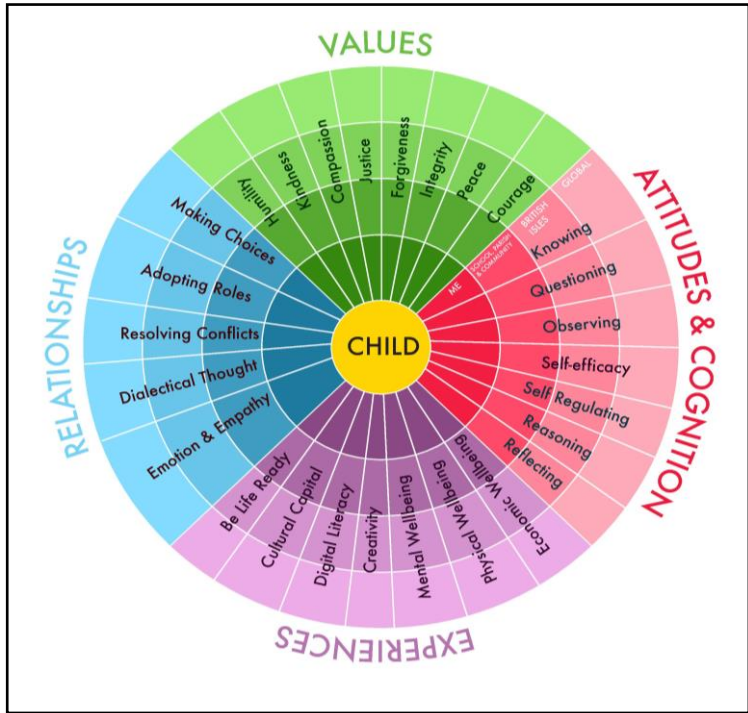
(+ Athletics and outdoor games)

Music skills:

Not covered in this topic

Art skills:

Choose an interesting or unusual perspective or viewpoint for a landscape. A landscape is a piece of art that shows scenery, such as mountains, valleys, trees, rivers, forests or buildings.



Science skills:

Describe the water cycle using words or diagrams and explain the part played by evaporation and condensation.

The water cycle has four stages: evaporation, condensation, precipitation and collection. Water in lakes, rivers and streams is warmed by the Sun, causing the water to evaporate and rise into the air as water vapour. As the water vapour rises, it cools and condenses to form water droplets in clouds. The clouds become full of water until the water falls back to the ground as precipitation (rain, hail, snow and ice). The fallen water collects back in lakes, rivers and streams. Evaporation and condensation are caused by temperature changes.

Describe how environments can change due to human and natural influences and the impact this can have on living things.

Humans can affect habitats in negative ways, such as littering, pollution and land development, or positive ways, such as garden ponds, bird boxes and wildflower areas.

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.

Opportunities for home learning / cultural capital

Chances to visit local rivers and talk about mountains they have seen or climbed.

Set homework:

Summer transition - research a mountain or river.

Weekly reading, spellings, times tables.

English skills:

- Use inverted commas to demarcate direct speech accurately. “Stop!” He shouted.
- Use commas after fronted adverbials.
- Use a comma to indicate clauses in a sentence. He left the house quietly, then slipped silently away.
- Write clearly, using neat and joined handwriting.
- Proof-read for spelling and punctuation errors.
- Use expanded noun phrases to describe and specify the beautiful, blue butterfly.

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

Computing skills