



Key Questions: *How do UK coastlines compare to others around Europe and the wider world?*

Curriculum enhancements: Trip to Cayton Bay to work with Hidden Horizons

Class Novels: Ariki and the Giant Shark- Nicola Davies The Green Ship- Quentin Blake

Science (Populate from Kent Scheme of Work)

Content: Animals including humans (Summer 1) Living things and their habitats (Summer 2)

Skills: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement. 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. Recognise that environments can change and that this can sometimes pose dangers to living things **(Assessment on Excel)**

Computing

Content: Use a range of algorithms on Scratch to create a series of land and sea themed mini games and activities.

Skills:

Summer 1- Coding/Computer science

- Control a device or programme through a series of commands.
- Keep testing my programme to recognise when I need to debug it.
- Understand that the movement of a character is the output.
- Create a series of commands that can be combined to create procedures that are more complex.
- Understand what makes a good game and that games are made of specific codes.
- Make a game appealing to an audience.
- Move, turn and control a character.
- Add sound and graphics.

Summer 2- Music and sound

- Use ICT to compose music or record sounds (including creating melodies)
- Choose, listen and play music/sound files to fit a given context/audience
- Locate, listen to, import and use appropriate sounds files in multimedia software
- Know that sound files can be uploaded on the internet and shared with a wider audience
- Understand how podcasts and audio files are used in everyday life
- Use ICT to record a variety of sounds
- Combine a variety of sounds and edit them into one piece of audio appropriate to a task

Assessment Notes:

Art

Content: Produce paintings in the style of Claude Monet & make land sculptures in the style of Andy Goldsworthy.

Skills:

Know about great artists, architects and designers in history - (Andy Goldsworthy)

Discuss and evaluate their own and others' work
Respond to the work of other artists

Textiles - focus

Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures

Collage – focus

Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures

Assessment Notes:

DT

Content: Design and make a kite.

Design - ongoing

Recognise their designs have to meet intended audience needs
Communicate ideas in different ways – discussion/labelled sketches/lists/ICT
Plan a simple sequence of actions
Shape, assemble and rearrange a range of materials and components to model ideas.

Consider purpose, appearance and conservation

Evaluate – ongoing

Evaluate, disassemble and analyse a range of existing products
Evaluate their products against design criteria (purpose, appearance, conservation of materials)
Consider the views of others to improve their work

To learn about great designers and inventors and how they have changed the world

Technical knowledge

Use and investigate levers
Investigate packaging and find ways to strengthen it

Assessment Notes:

<p>History Content: Learn about the pattern of tourism at the seaside and how this has shaped the nation. Learn about famous explorers. Skills:</p> <ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world <p>Assessment Notes:</p>	<p>Geography Content: Study the use of land in York and how the river has shaped this. Learn about the geographical features of the sea and coast and the physical and human geography of this area. Skills:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. name and locate counties and cities of the United Kingdom including, coasts and rivers describe and understand key aspects of: physical geography, including: rivers, and the water cycle –to be covered in sci. human geography, including: types of settlement and land use, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <p>Assessment Notes:</p>	<p>RE/PSHE RE Content Why do some people think life is a journey? (Summer 1) What can we learn from religions about what is right and wrong? (Summer 2)</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Make connections between stories of temptation and why people can find it difficult to be good (A2). Give examples of ways in which some inspirational people have been guided by their religion (B1). PSHCE Content- Living in the wider world Discuss their own and others' ideas about how people decide right and wrong Research, discuss and debate topical issues, problems or events. How laws are made and enforced. Understand that there are basic human rights and children have their own special rights set out in the United Nations Declarations of the rights of the child Know their rights, responsibilities and duties at home, school, the community and towards the environment. Knowing what being part of a community means. Understand the role that money plays in their lives and others. To have an understanding of sustainability and looking after our environment.</p> <p>Assessment Notes:</p>
<p>PE Content: Learning the key skills involved to participate in competitive situations. Skills: <u>Class Teacher</u> Summer 1 – Tennis Play competitive games, modified where appropriate. Summer 2 – Cricket/Rounders Succeed and excel (in competitive sport) and other physically demanding activities. Assessment Notes:</p>	<p>Music Content:. Summer 1: Listening and composing. Graphic scores. Instruments of the Orchestra. Link to Land & Sea topic Skills:</p> <ul style="list-style-type: none"> Listen to 'Fingal's Cave'. Use Elements vocabulary to discuss: Tempo, Dynamics, Pitch. Live drawing while listening Identify instruments of the Orchestra found in 'Fingal's Cave' & examine how they are positioned Compose own class or group piece about the sea considering which instruments and musical elements to use. <p>Summer 2: Content: Recorder Karate & Singing</p> <ul style="list-style-type: none"> Consolidate 5 notes Y4 & gain purple belt Consolidate 3 notes Y 3...orange belt Joseph Songs <p>Assessment Notes</p>	<p>French Content : Summer One – Animals – Recognise the names of Pets, Farm Animals, Wild Animals – Le Petit Elephant Skills :</p> <ul style="list-style-type: none"> Overview of Skills Taught Listening / Understanding / Speaking (Pronunciation) Reading / Writing / Dictionary Use / Vocabulary / Simple Translation / Write phrases from memory Grammar – taught discretely <u>Examples of on-going teaching & learning activities</u> Songs/ Games / Repetition /Respond to questions / Listening for instructions / Words and Gestures / Phrase & Sentence building / Native Speakers Whole class / Group / Pairs / Individual / Surveys to encourage speaking / Speak with increasing confidence

		<p>Content : Summer Two - Le Café, French Food, Shopping, The Market, The Hungry Caterpillar, Le Picnic, Le Pizza Holidays – The Beach, French Holiday- Map- Travel</p> <p>On-going - Numbers / Colours / Cognates</p> <p>Grammar - <u>Je voudrais</u> / tu / vous le/la/les/un une J'aime Je n'aime pas, 'er' verbs, être, avoir - conjugate</p> <p>Assessment Notes</p>
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