



Year group: 4	Term: 6		<u>Enquiry Question: What is different about Fairtrade food?</u>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><u>Art</u></p> <p><u>Fair Trade Designers- Painting</u></p> <ul style="list-style-type: none"> - To explore natural patterns and explain them using chosen mediums - Identify textures lines and shapes in natural patterns - Recreate a natural pattern using chosen mediums - To analyse and recreate a painting in the style Tingatinga - To create a piece of clay/artwork inspired by fair trade - To learn about the work of Esther Mahlangu and Ndebele designs 	<p>Natural pattern</p> <p>Mediums</p> <p>Textures</p> <p>Lines</p> <p>Shapes</p> <p>Recreate</p> <p>Analyse</p> <p>Inspired</p> <p>Fair Trade</p> <p>Genre</p> <p>Esther Mahlangu</p> <p>Ndebele design</p> <p>Cultural</p> <p>Representation</p> <p>Techniques</p> <p>Sculpture</p> <p>Adinkra symbols</p>	<p><u>Art</u></p> <p><u>Fair Trade Designers- Painting</u></p> <ul style="list-style-type: none"> - Choose different artist mediums to suit a purpose - Analyse the effectiveness of the medium - Identify common features of a genre of art - Recreate a painting in the style of a studied genre - Children give their opinion re a piece of artwork and explain it - Children to pick out key features of a cultural piece and discuss what they might represent - Use clay to recreate a piece of artwork - Select suitable tools and techniques to make a clay sculpture - Identify the features of an artist's work and recreate it in this style - Analyse their recreation against the identified features of the artist's design - Explain adinkra symbols and what they mean - Explain why they are used in different pieces of artwork - Children convey a message using the symbols in the design



	<p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none">- To know five songs from memory and who sang them or wrote them.- To know the style of the five songs.- To choose one song and be able to talk about:<ul style="list-style-type: none">• Some of the style indicators of that song (musical characteristics that give the song its style).• The lyrics: what the song is about.• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).- To identify the main sections of the song (introduction, verse, chorus etc).- To name some of the instruments they heard in the song.	<p><u>Reflect, Rewind and Replay</u></p> <p>Early music, Baroque, Classical, Romantic, 20th Century, pulse, rhythm, pitch, dynamics, tempo, structure, texture, timbre, piano, (quiet), forte (loud), time signatures, staves, clefs, semibreve, quaver</p>	<p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none">- To confidently identify and move to the pulse. To talk about the musical dimensions working together in music- Talk about the music and how it makes them feel.- To listen carefully and respectfully to other people's thoughts about the music.- To use musical vocabulary when talking about music.
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<p>Historical, geographical & social understanding</p>	<p><u>History/Geography</u></p> <p><u>What is different about Fairtrade food?</u></p> <p>In topic, our children will learn about the Fairtrade foods and will focus on the following:</p> <ul style="list-style-type: none"> - Know of the UK's trade links with other countries. - Understand and define trading - Recall goods exported to and imported by the UK - Know of different maps and their uses. - Understand the importance of Fairtrade. - Know of how the global supply chain works. <p><u>RE</u></p> <p><u>What do religions teach about caring for our world?</u></p> <ul style="list-style-type: none"> - Explore beliefs and how the universe began - Understand what is meant by stewardship - Explore religious teachings to see how faith members should care for the Earth 	<p>Trade Import Export Globalisation El Salvador Key</p> <p>Creation Universe God Christianity Heaven Earth Hinduism Vishnu Brahma Lotus Cobra Nothingness Buddhism</p>	<p><u>History/Geography</u></p> <p><u>What is different about Fairtrade food?</u></p> <p>Children use their skills to:</p> <ul style="list-style-type: none"> - Observe, measure and record physical features linked to temperature. - Read maps using six-figure grid references, symbols and key to build their knowledge. - Explain the differences between imports and exports. - Show the UK's trade links with other countries using maps to locate them. - Explain trade links between El Salvador and the UK. - Compare similarities and differences of physical and human geography in context. <p><u>RE</u></p> <p><u>What do religions teach about caring for our world?</u></p> <ul style="list-style-type: none"> - Recognise that the Earth is unique and consider the concept of stewardship - Compare different faith beliefs about how the universe began - Give reasons why people of faith have a sense of awe and wonder about the Earth - Investigate how faith members show care for the environment
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	<p><u>French</u></p> <p><u>Holiday and hobbies</u></p> <ul style="list-style-type: none"> - Know how to engage in conversations by asking and answering questions including information about yourself. - Know how to speak or say phrases and sentences about hobbies and holidays. - Talk about celebrations that happen in France and how daily life is different to my own. 	<p>Life Islam Paradise</p> <p>Les saisons Les vacances Les passe-temps avec</p>	<p><u>French</u></p> <p><u>Holiday and hobbies</u></p> <ul style="list-style-type: none"> - Engage in conversations by asking and answering questions, such as name, age, where I live and express opinions. - Speak/ say phrases and short sentences about pastimes or food. - Talk about celebrations in other cultures and what I know about aspects of daily life that are different to my own.
<p>SMSC</p>	<p><u>Changing me</u></p> <p>Children will be taught how characteristics are passed down to the next generation and that our bodies go through changes.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> - Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. - Understand that having a baby is a personal choice. 	<p>Sperm Egg Penis Testicles Vagina Womb Ovaries Making love Fertilise Reproduction Puberty Menstruation Periods Circle Seasons</p>	<p><u>Changing me</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - Appreciate that I am a truly unique human being. - Express how they feel about having children when they are an adult. - Describe how a girl's body changes for her to have babies. - Identify changes that have been and may continue to be outside of my control that I learned to accept. - Express my fears and concerns about changes that are outside of my control.

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	<ul style="list-style-type: none"> – Know how the circle of change works and can apply it to changes. – Know how the circle of change works and can apply it to changes I want to make in my life. – Know how to manage these feelings positively. 	Change Control Acceptance Range of emotions	
Scientific & technological understanding	<p><u>Science</u></p> <ul style="list-style-type: none"> – Children will learn about the simple functions of the digestive system and to identify the tools we use at the different stages and to complete different functions. <p>Children will be taught to:</p> <ul style="list-style-type: none"> – Describe the functions of the basic parts of the digestive system – Investigate how the digestive system works. – Explore different ways of keeping teeth healthy – Construct and interpret a variety of food chains. – Identify and classify carnivores, herbivores and omnivores. <p><u>Computing</u> <u>Coding 4.1</u></p> <ul style="list-style-type: none"> – To use selection in coding with the 'if/else' command. – To understand and use variables in 2Code. – To use flowcharts for design of algorithms including selection. – To use the 'repeat until' with variables to determine the repeat. – To learn about and use computational 	classify carnivores herbivores omnivores construct interpret variety food chains digestion digestive system teeth	<p><u>Science</u></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> – Ask relevant questions and use different types of scientific enquiry with regards to digestion. – Set up simple enquires to determine the functions of the body. – Make systematic and careful observations of how the body processes different foods. – Report on their findings so that their text is factual. – Make conclusions, predictions, and suggest improvements to ensure fair investigations. <p><u>Computing</u> <u>Coding 4.1</u></p> <ul style="list-style-type: none"> – Use sketching to design a program and reflect upon their design. – Create code that conforms to their design. – Create an 'If/else' statement. – Understand what a variable is in programming. – Set/change the variable values



	<p>thinking terms decomposition and abstraction.</p> <ul style="list-style-type: none"> - thinking terms decomposition and abstraction. 	<p>Variable</p>	<p>appropriately.</p> <ul style="list-style-type: none"> - Interpret a flowchart that depicts an if/else flowchart. - Explain what a variable is when used in programming. - Create a timer that prints a new number to the screen every second. - Create an algorithm modelling the sequence of a simple event.
<p>Physical development</p>	<p><u>Physical Development</u></p> <p><u>Young Olympians (Unit 4.6)</u></p> <ul style="list-style-type: none"> - Select and maintain a running pace for different distances - Learn how to modify stride length, arm action and knee lift to select and maintain appropriate running paces for different distances - Learn the pull technique for throwing - Understand which technique is most effective when jumping for distance - Understand how to perform a standing broad jump 	<p><u>Young Olympians (Unit 4.6)</u></p> <p>Pace Distance Stride length Arm action Knee lift Relax Effort Javelin Position Direction Target Technique Pull Relay Hand over Positioning Take off Landing Long jump Extend Bend Control</p>	<p><u>Physical Development</u></p> <p><u>Young Olympians (Unit 4.6)</u></p> <ul style="list-style-type: none"> - Throw from multi-skills from Key Stage 1 - Practise throwing with power and accuracy - Throw safely and with understanding - Describe the effect of different throwing positions - Demonstrate good running technique in a competitive situation - Sprint a short distance as part of a team - React quickly to a stimulus - Demonstrate good running technique when jumping over obstacles - Explore different footwork patterns - Utilise all the skills learned in this unit in a competitive situation - Put skills into practise, aiming to improve on previous results



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	<p><u>Fitness Frenzy (Unit 4.6)</u></p> <ul style="list-style-type: none">- Learn the value of completing a full boxercise workout- Understand the importance of a warm-up	<p><u>Fitness Frenzy (Unit 4.6)</u></p> <p>Boxing twist Burpee Circuit Cross jab Cross step Dodge Duck Giraffe Heart rate Jab Knee crunch Mountain ledge Mountain pose Mountain top</p>	<p><u>Fitness Frenzy (Unit 4.6)</u></p> <ul style="list-style-type: none">- Demonstrate the correct technique for activities- Develop agility and coordination- Perform more complex patterns of movement- Perform a boxercise routine with precision- Develop coordination and balance- Practise and apply a sequence of step moves to the beat of music- Create and perform a sequence of step moves- Motivate self and others to perform well- Demonstrate correct technique in most activities
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Key questions:	Adaptations to the curriculum for SEND	Guided Reading text and other linked books	Links to prior learning
How is the UK important to other countries in terms of trade? What role does the UK play in terms of trade and the world? What is the importance of fair trade and what impact does it have on those who rely on it?	Visual aids Collaborative learning Knowledge organisers Accessible seating Reduced text 1:1s were appropriate Simplified language	Roald Dahl - BFG Various non-fiction	Continents Why can't a meerkat live in the North pole? (Y2)