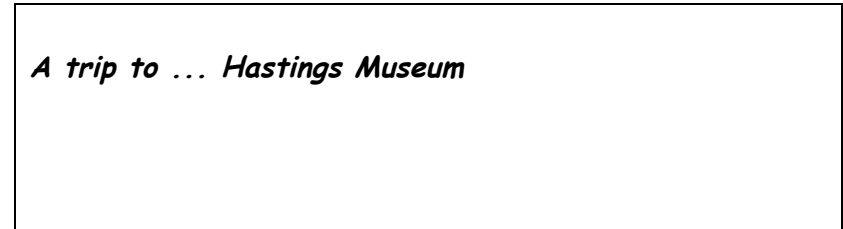
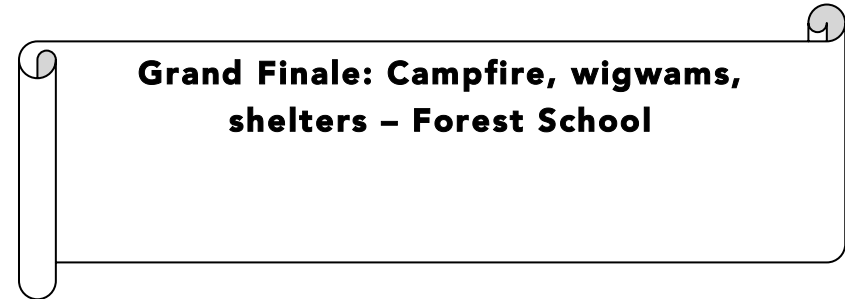
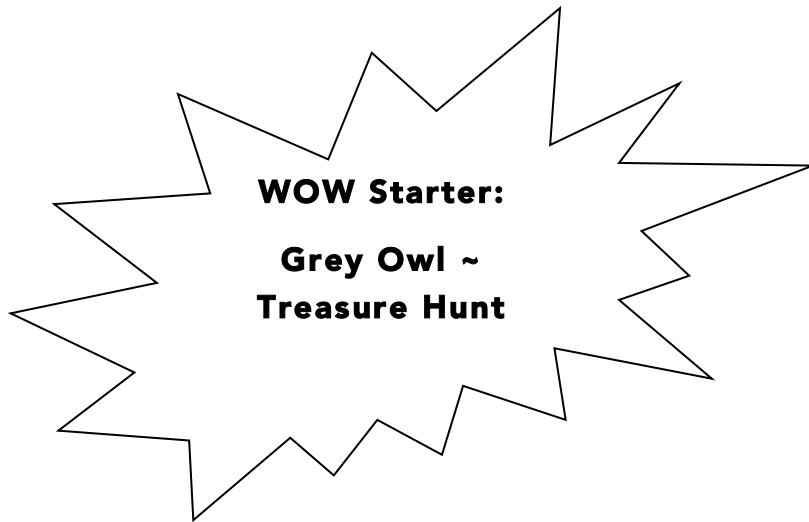




At Churchwood Everyone Can

Year: 4	Term: Five
Topic Name: Totem Poles and Campfires	
Subject / Topic Focus: Geography /History	



Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	Evolution and inheritance and Sound	<p><u>To work scientifically</u> Ask relevant questions.</p> <ul style="list-style-type: none">• Set up simple, practical enquiries and comparative and fair tests.• Gather, record, classify and present data in a variety of ways to help in answering questions.• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.• Use results to draw simple conclusions• Identify differences, similarities or changes related to simple, scientific ideas and processes.• Use straightforward, scientific evidence to answer questions or to support their findings. <p><u>To understand evolution and inheritance</u> • <i>Identify how animals and plants are suited to and adapt to their environment in different ways.</i></p> <p>Individual liberty</p>

History		<p><u>To investigate and interpret the past</u> Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none">• Suggest suitable sources of evidence for historical enquiries. <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none">• Describe the social, ethnic, cultural or religious diversity of past society.
----------------	--	--

		<ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • era • Use literacy skills to a good standard in order to communicate information about the past. <p>Democracy Rule of law Individual liberty Mutual respect Tolerance</p>
Geography	The Americas	<p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of

		<p>the characteristics of these geographical areas.</p> <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. <p><u>To communicate geographically</u></p> <p>Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes. • human geography, including: settlements and land use. <p>Democracy Rule of law Individual liberty Mutual respect Tolerance</p>
Computing	Espresso	<p>Multimedia unit Mutual respect</p>
Art and Design	Dream catchers	<p><u>To develop ideas</u></p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p><u>To master techniques - Sculpture</u></p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. <p><u>To take inspiration from the greats (classic and modern) Andy Goldsworthy</u></p>

		<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. Mutual respect
Music	Charanga	Charanga Mutual respect
P.E	PE Syllabus	Games Democracy Rule of law Individual liberty
R.E	East Sussex agreed syllabus	How and why do Hindus worship at home and in the mandir? Tolerance
PSHE	PSHE map Relationships	Changes Money Matters Week Democracy Rule of law Individual liberty Mutual respect Tolerance

MFL	French club Mandarin club	Mutual respect
British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance	Integrated with foundation subjects

Vocabulary, Punctuation and Grammar focus:	Adverbials for cohesion Relative clauses
Spelling Focus	Progression in spelling follows the Spelling Bank materials and the Support for Spelling to show weekly progression.
Linked Extended Writing:	Stories from other cultures Non-chronological reports Poetry- imagery Instructions

Cross curricular Maths opportunities:	Measure, time lines
Early Morning Maths Focus:	Multiplication
Target Writing:	Progression will be determined after assessment. Context: stories from other cultures, non-chronological reports, instructions