



***At Churchwood Everyone Can***

<b>Year: 4</b>	<b>Term: 2</b>
<b>Topic Name: By The Rivers Of Babylon and Roaming by the Rother</b>	
<b>Subject / Topic Focus: Geography</b>	



## Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	Materials	<p><b><u>To work scientifically:</u></b></p> <ul style="list-style-type: none"><li>• Ask relevant questions.</li><li>• Set up simple, practical enquiries and comparative and fair tests.</li><li>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li><li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li><li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li><li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li><li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li><li>• Identify differences, similarities or changes related to simple, scientific ideas and processes.</li><li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li></ul> <p><b><u>Living Things</u></b></p> <p>Recognise that living things can be grouped in a variety of ways.</p> <ul style="list-style-type: none"><li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li><li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li></ul> <p><b>Democracy</b></p>

		<b>Rule of law</b> <b>Individual liberty</b>
<b>Geography</b>	<b>Rivers; The Nile and The Rother</b>	<b><u>To investigate places</u></b> <b>Ask and answer geographical questions about the physical and human characteristics of a location.</b> <ul style="list-style-type: none"> <li>• <b>Explain own views about locations, giving reasons.</b></li> <li>• <b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</b></li> <li>• <b>Use a range of resources to identify the key physical and human features of a location.</b></li> </ul> <b><u>To investigate patterns</u></b> <b>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 the characteristics of these geographical areas.</b> <ul style="list-style-type: none"> <li>• <b>Describe geographical similarities and differences between countries. (River Nile / River Rother)</b></li> </ul> <b>To communicate geographically</b> <ul style="list-style-type: none"> <li>• <b>Describe key aspects of:</b></li> <li>• <b>physical geography, including: rivers, mountains and the water cycle</b></li> </ul> <b>Democracy</b> <b>Rule of law</b> <b>Individual liberty</b> <b>Mutual respect</b> <b>Tolerance</b>
<b>Computing</b>	<b>E-Safety</b>	<b>E-Safety Espresso Materials</b> <b>Democracy</b>

		<b>Rule of law</b> <b>Individual liberty</b>
<b>Art and Design</b>	<b>Food</b>	<b><u>To master practical skills</u></b> <b><u>Prepare ingredients hygienically using appropriate utensils.</u></b> <ul style="list-style-type: none"> <li>• <b>Measure ingredients to the nearest gram accurately.</b></li> <li>• <b>Follow a recipe.</b></li> <li>• <b>Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</b></li> </ul> <b><u>To design, make, evaluate and improve</u></b> <b>Design with purpose by identifying opportunities to design.</b> <ul style="list-style-type: none"> <li>• <b>Make products by working efficiently (such as by carefully selecting materials).</b></li> <li>• <b>Refine work and techniques as work progresses, continually evaluating the product design.</b></li> <li>• <b>Use software to design and represent product designs.</b></li> </ul> <b>To take inspiration from design throughout history</b> <b>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</b> <ul style="list-style-type: none"> <li>• <b>Improve upon existing designs, giving reasons for choices.</b></li> <li>• <b>Disassemble products to understand how they work</b></li> </ul> <b>Democracy</b> <b>Rule of law</b> <b>Individual liberty</b> <b>Mutual respect</b>
<b>Music</b>	<b>Charanga</b>	<b>Charanga</b> <b>Mutual respect</b>

<b>P.E</b>	<b>Games</b>	<b>Refer to Premier Sports</b>
<b>R.E</b>	<b>East Sussex agreed syllabus</b>	<b>Celebrations Christmas Journeys Tolerance</b>
<b>PSHE</b>	<b>PSHE map</b>	<b>Democracy Rule of law Individual liberty Mutual respect Tolerance</b>
<b>MFL</b>	<b>French club Mandarin club</b>	<b>Mutual respect</b>
<b>British Values</b>	<b>Democracy Rule of law Individual liberty Mutual respect Tolerance</b>	<b>Integrated with foundation subjects</b>

<b>Vocabulary, Punctuation and Grammar focus:</b>	<b>Apostrophes to mark plurals, present tense/ past tense, apostrophes for possession, use of paragraphs</b>
<b>Spelling Focus</b>	<b>Progression in spelling follows the Spelling Bank materials and the Support for Spelling to show weekly progression.</b>
<b>Linked Extended Writing:</b>	<b>Myths and legends; Diary extract; poetry</b>
<b>Cross curricular Maths opportunities:</b>	<b>Data handling Measure</b>
<b>Early Morning Maths Focus:</b>	<b>Multiplication</b>
<b>Target Writing:</b>	<b>Punctuation – progression will be determined after assessment. Context: Myths and Legends/ Diaries</b>