

# Treasure Island

## Year 4 Term 3 and 4

### The BIG Questions...

What features can we see at the coast and how have they changed over time?

Who was Monet and why is he famous?

How do ships navigate the oceans?

Who was Grace Darling and why was she important?

#### Memorable activities.

Playdoh coastal erosion movie.

Re-creating our own Monet beach scenes.

Make a lighthouse.

Trip to Greenwich Museum.

#### Suggested topics...

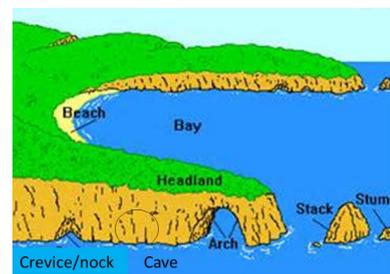
Monet - Beach paintings



Lighthouses (Grace Darling)

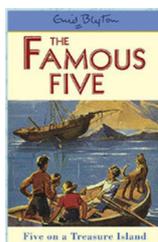


Coastal features



Lead story and others...

The Famous Five on Treasure Island.



#### Opportunities for visits, visitors and outdoor learning...

- Treasure Maps around the school outdoor environment.
- Trip to Greenwich Maritime museum.

#### Key Skills and Knowledge

##### Geography

As geographers we will ,,,

- Name and locate counties and cities of the United Kingdom, key topographical features (including coasts), and land-use patterns; and understand how some of these aspects have changed over time.
- Use the eight points of the compass, four 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

#### Possible activities

- To use an atlas to find the names of the oceans and seas.
- To know how and why coastal erosion occurs. Make a model from Playdoh and create a picture movie to show changes over time.
- To research what humans have done to stop the effects of coastal erosion.

	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	<ul style="list-style-type: none"> <li>Map/ globe work. Make your own balloon globe.</li> <li>Treasure map making/ using in the outside area. Use compass directions and grid references.</li> <li>To find out about Grace Darling and why she is an important historical figure - story sequencing/diary entries</li> </ul>
Science	<p>As scientists we will...</p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity.</li> <li>construct a simple series circuit, identifying/naming its basic parts, including cell, wire, bulb, switch and buzzer.</li> <li>use circuits to create simple devices.</li> <li>draw circuits as a pictorial representation (not necessarily using conventional circuit symbols)</li> <li>identify whether or not a lamp will light in a simple series/circuit based on whether or not the lamp is part of a complete loop with a battery.</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights up in a simple series circuit.</li> <li>recognise some common conductors and insulators and associate metals with being good conductors.</li> </ul> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans.</li> <li>identify different types of teeth in humans and their simple functions.</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<ul style="list-style-type: none"> <li>To know what electricity is and what appliances use it.</li> <li>To understand what makes a complete and an incomplete circuit.</li> <li>To be able to construct a simple series electrical circuit, identifying and naming its basic parts.</li> <li>To be able to identify conductors and insulators of electricity.</li> <li>To explain how a switch works and why they are needed</li> <li>To record and report on an investigation (Investigating switches)</li> </ul> <ul style="list-style-type: none"> <li>To identify and name parts of the human digestive system</li> <li>To explain the functions of the digestive system</li> <li>To identify the different types and functions of teeth</li> <li>To ask scientific questions and choose a scientific enquiry to answer them - Tooth decay investigation</li> <li>To construct and interpret food chains</li> </ul>
PSHE	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>Discuss keeping something confidential or secret and when to break a confidence.</li> <li>Recognise and manage dares</li> <li>Discuss acceptable and unacceptable physical contact</li> <li>have strategies to solve disputes and conflicts amongst peers</li> <li>Listen and respond effectively to people and share points of view</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time discussions.</li> </ul>
D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> <li>Generate ideas, considering the purposes for which we are designing</li> <li>Make labelled drawings from different views showing specific features</li> <li>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</li> <li>Evaluate products and identify criteria that can be used for our own designs</li> <li>Select appropriate tools and techniques for making my product</li> </ul>	<ul style="list-style-type: none"> <li>To design, make and evaluate a lighthouse.</li> </ul>

	<ul style="list-style-type: none"> <li>• Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</li> <li>• Join and combine materials and components accurately in temporary and permanent ways</li> <li>• Evaluate my work both during and at the end of the assignment</li> <li>• Evaluate my product carrying out appropriate tests</li> </ul>	
R.E.	<p>As religious scholars we will...</p> <ul style="list-style-type: none"> <li>• Make connections between some of Jesus' teachings and the way Christians live today</li> <li>• Describe how Christians celebrate Holy Week and Easter Sunday</li> <li>• Identify the most important parts of Easter for Christians and say why they are important</li> <li>• Give simple definitions of some key Christian terms e.g. gospel, incarnation, salvation and illustrate them with events from Holy Week and Easter</li> </ul> <ul style="list-style-type: none"> <li>• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions</li> <li>• Make connections between stories of temptation and why people can find it difficult to be good</li> <li>• Give examples of ways in which some inspirational people have been guided by their religion</li> <li>• Discuss their own and others' ideas about how people decide right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>• To consider what the word 'inspiring' means and who is inspiring</li> <li>• To consider what we know about Jesus' life story and whether his story is inspiring for some people?</li> <li>• To think about whether Jesus was inspiring because of his actions</li> <li>• To think about Jesus as a teacher</li> <li>• To consider why Jesus is so important to Christians</li> <li>• To learn about Good Friday and the Resurrection</li> <li>• To consider whether Jesus is still important today</li> <li>• To create an image of Jesus for the 21st Century</li> <li>• To consider whether being inspired by Jesus makes you a stronger person</li> </ul> <ul style="list-style-type: none"> <li>• To understand what rules are important</li> <li>• To know how the Golden Rule is important - comparing different religions</li> <li>• To know what important messages are in the Ten Commandments and how they help Jewish people know how to live</li> <li>• To know what Christianity says about how to live a good life</li> <li>• To consider how people decide what is right and wrong without God's help</li> <li>• To find out what religious stories tell believers about temptation</li> <li>• To consider how religious teachings have helped to affect somebody's actions - focus on particular religious figure e.g. Mother Theresa, Desmond Tutu etc</li> </ul>
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> <li>• Create and use different tones of one colour, lightening and darkening by using different colours.</li> <li>• Use colour to express feelings.</li> <li>• Experiment with different textures for effect - e.g. washes and thickened paint.</li> <li>• Use light and dark within their paintings and continue to explore complimentary colours.</li> </ul>	<ul style="list-style-type: none"> <li>• To research the artist Monet and impressionism.</li> <li>• To use coloured pencils to recreate a Monet beach painting</li> <li>• To experiment with paint to create different colours and textures</li> <li>• To create coastal paintings in the style of Monet - using photographs as stimulus</li> </ul>

	<ul style="list-style-type: none"> <li>• Mix colour, shades and tones with an intended purpose.</li> <li>• Begin to explore a range of great artists, architects and designers in history.</li> <li>• Discuss and review own and others work, expressing thoughts and feelings, identify modifications and see how they can be developed further</li> </ul>	
Computing	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> <li>• <u>Use Microsoft PowerPoint</u> <ul style="list-style-type: none"> <li>- Use ctrl+c for copy</li> <li>- Use ctrl+v for paste</li> <li>- Use ctrl+a for select all</li> <li>- Crop images</li> <li>- Align text</li> <li>- Insert a text box</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To design a PowerPoint advertising Kirrin Island as an ideal tourist destination.</li> </ul>
British Values	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>• Vote for house captains.</li> <li>• Follow instructions.</li> <li>• Play fairly.</li> <li>• Follow the rules for safety.</li> <li>• Respect others.</li> <li>• Learn about other faiths and religions.</li> </ul>	<ul style="list-style-type: none"> <li>• To vote for House Captains</li> </ul>
P.E.	<p>As sports stars we will...</p> <ul style="list-style-type: none"> <li>• catch with one hand.</li> <li>• throw and catch accurately.</li> <li>• hit a ball accurately and with control.</li> <li>• keep possession of the ball.</li> <li>• vary tactics and adapt skills depending on what is happening in a game.</li> <li>• know and use rules fairly and show respect for my teammates and opponents.</li> </ul> <ul style="list-style-type: none"> <li>• use dance to communicate ideas.</li> <li>• structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end.</li> <li>• link phrases to music.</li> <li>• demonstrate different dance actions</li> </ul> <ul style="list-style-type: none"> <li>• demonstrate use of space – levels, directions, pathways and body shape.</li> <li>• perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling.</li> <li>• work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish.</li> <li>• explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked headstand.</li> <li>• move in and out of balance fluently.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn skills linked to Invasion Games (follow Val Sabin SoW)</li> <li>• To create a dance linked to The Sailor's Hornpipe</li> <li>• To create sequences including balances and travelling</li> </ul>
Music	<p>As musicians we will...</p> <ul style="list-style-type: none"> <li>• Sing Songs</li> <li>• Join in confidently with whole class and assembly singing.</li> <li>• Sing in a round with others or alone and maintain their own part.</li> <li>• Sing with expression and accurate pitch.</li> <li>• Play Instruments (Violins)</li> <li>• Copy increasingly complex 4-beat rhythms accurately.</li> <li>• Attempt to copy 8-beat rhythms accurately.</li> <li>• Understand that performances start and end in silence and show a level of maturity when performing.</li> <li>• Follow Notation</li> <li>• Follow simple rhythmic notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Violin lessons with Red Rooster.</li> </ul>
PFL	<p>As multilingual speakers we will ...</p> <ul style="list-style-type: none"> <li>• Listen for specific words and phrases</li> <li>• Ask and answer questions on several topics</li> </ul>	<ul style="list-style-type: none"> <li>• Various activities using Linguascope and other</li> </ul>

	<ul style="list-style-type: none"><li>• Read and understand a range of familiar written phrases</li><li>• Follow a short familiar text, listening and reading at the same time</li><li>• Read some familiar words and phrases aloud and pronounce them accurately</li><li>• Write simple words and phrases using a model and some words from memory</li></ul>	suitable resources - practical tasks
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