

Year 4  
Term: Spring 2  
Topic: Italy



Healthy Body  
Healthy Mind  
Healthy Planet

## Geography

**Intent-** to be able to compare and contrast an area of Italy with an area of the UK.

### Implementation

- Locate the world's countries, using maps with a focus on Europe.
- Locate Italy on a map and it's key geographical features
- understand physical features of geography in Italy
- recap how volcanoes erupt and investigate the impact of the destruction of Pompeii
- compare a region of Italy to a region of the UK focusing on physical geographical features
- compare a region of Italy to a region of the UK focusing on human geography features

**\*\*Outcome-** children to create a show what you know to demonstrate their understanding

**Impact-** children will be able to describe the physical and human features of Italy and understand how they're different to South-west England.

## Music

Intent-

# MUSIC TAUGHT IN SPRING TERM 1

## PSHE

Intent- to develop children's understanding of the importance of looking after themselves and keeping healthy

### Implementation

- British Values in freedom Part 1 and 2– Understanding freedom of choice and discovering religious beliefs.
- Try and try again part 1 and 2–Understanding how failure is important and how it can drive you to succeed.
- Sleep part 1 and 2– Understand how important sleep is and how sleep can affect our mind and body.
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- \*\* Outcome-** contribute to the class discussions, posters and conversation snippets.

**Impact-** children can talk confidently about ways to keep their bodies and minds healthy and why this is so important

## Computing

Intent– understand data and information through data logging.

### Implementation

- to explore and consider what data can be collected and how it is collected.
- to build on the idea of collecting data over time, and be introduced to the idea of collecting data automatically using computers such as data loggers.
- to explore how data loggers work.
- to open an existing data file and use software to find out key information.
- to explore questions that can be answered using collected data
- to review data collected to answer the question that they selected

**Impact:** children can understand the benefits to collecting data and logging data.

## PE

Intent– children can identify areas of strength and areas to continue to work on. Children to gain better core stability to support balancing

### Implementation- Physical Education

**Warm up :** Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage . Like clockwork and Team juggling

**Funs Skills :** Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill.  
Coordination: Sending and Receiving (FUNS 8)

**Counter Balance: with a partner**

**(FUNS 7)aiming for red.**

**Cog :** For 6 weeks we are working on our creative skills

**Implementation: dance**  
-select and link movements together to fit a specific theme  
-recognise similarities and differences in movements and expressions  
-change activities to make them more fun or challenging to suit different learners needs.

**Impact:** They can make up rules and versions of activities. They can respond differently to a variety of tasks or music and can recognise similarities and differences in movements

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## RE

**Intent** - to develop children's understanding of Christianity.

**Implementation - Why do Christians call the day Jesus died 'Good Friday'? (Unit 28)**

- To recall what happened in Holy Week.

- To analyse how and why might Mary have felt as she watched the trial of Jesus?

- To understand why Christians, call the day when their saviour died Good Friday.

- To know what a Christian might want to tell others about the Easter Story.

- To explore what might a Christian think is the most important part of the story.

- To understand why Christians, call the day Jesus died 'Good Friday'.

**Outcome:** children to link Gospel and local Easter events.

**Impact:** children can make links between the word salvation and gospel accounts of the Easter story.

## Science

**Intent** - to be able to recognise that environment can sometimes change and this can pose dangers to living things

### Implementation

- To research the scientist, Gerald Durrell. (R)

To explore different question and data required to generate a successful classification key (R)

To investigate and observe the local and wider environment to identify living things (CFT)

To understand why the habitats can change throughout the year. (R)

To research and understand how environments can be changed by both humans and nature and how this can pose a danger for living things. (R)

To conduct an experiment to demonstrate the impact on the ocean's habitat changing due to habitat change. (PRS)

**\*\*Outcome-** children to show understanding through a quiz assessment,

**Impact-** children will be able to explain how changes in the environment can positively and negatively impact living things

## Art

**Intent** - to develop confidence using a range of drawing techniques

### Implementation

-learn about Shaun Tan's work and style.

-Focus on textures, shading, and unusual compositions

-experiment with surreal combinations and exaggeration of features

-Plan a drawing that tells a story in one image or in a short sequence.

-Create a final drawing that communicates a story using a range of textures and shading

- Use artistic vocabulary to evaluate and reflect

**\*\*Outcome-** children to narrative through drawings

**Impact:** children to confidently use a range of drawing techniques to create drawings that convey a story

## French

**Intent** - to be able to discuss my family

### Implementation:

-the nouns and determiners for several family members in French

-how to move from using the determiner 'a' with a family member noun to using a possessive adjective 'my' in French

-to answer the question 'As-tu des frères et sœurs ?'

-how to introduce family members, learning to use 'il/elle s'appelle'

-to use my knowledge of larger numbers to be able to describe the age of family members

**\*\* Outcome-**to complete their end of unit assessment for reading, writing, listening and speaking

**Impact** children can discuss themselves and their family