

Y4

Where should Global Assistance begin?



Impact

By the end of this unit children will know...

Children will build upon their Year 3 prior learning of the different natural disasters that occur in our world. They will come to understand more deeply that different geographic features of areas within Europe present different risks of certain natural disasters. That natural disasters can be unavoidable phenomenon that impact on day-to-day life of the area. They will gain a deeper knowledge of Europe as they develop geographical skills in their European study.

As we zoom into our European location of study, children will question how the human and physical features impact upon life in Naples, Italy and how natural disasters can affect/influence the future of the location. As we delve deeper into our big question “Where should Global Assistance begin?” Children will consider how we are called to respond to these disasters and where the responsibility lies. As our European neighbours, is it for us to help?

Intent

... it is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become “builders of a new humanity” (Pope Francis).

Through the delivery of this unit of work children will develop a clear understanding of the importance of why we need to support communities in need.

Building the Kingdom

Big Question:

Where should Global Assistance begin?

Further questions to explore:

Can we prevent natural disasters?

Do our responsibilities diminish the further we are from these events?

How should we prioritise our support?

Catholic Social Teaching

Solidarity and the Common Good: We are all called as Children of God to care for and look after one another. We all live in relation to one another, sharing moments of joy and sadness. We are all called to participate, to join in and work together towards the Common Good for all people. In times of disaster, how are we called to offer support and aid to our brothers and sisters who live around the world?

Where Should Global Assistance Begin? Year 4: Knowledge and Skills

Core Subjects:

English

Story with a historical setting

Children will be writing a short story told in the first person based on the book Escape from Pompeii - demonstrating both their Literacy skills and their historical knowledge.

Children will be able to:

- Use their senses to describe.
- Use correctly punctuated direct speech
- Use personification, similes, powerful verbs, expanded noun phrases to describe
- Use a variety of fronted adverbials.

Science

States of matter

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Foundation Subjects

History and Geography

Geography

Through their studies children will gain an overarching place knowledge of European countries, with an in depth knowledge of Italy. They will study the human and physical geography as they explore the land, where people of settled and the impact of natural disaster on the geography of the land. They will:

- Use a range of maps and atlases to locate countries and describe features of Naples
- Use compass directions and give directions to build knowledge of Birmingham and Naples.
- Accurately use 6 figure grid references on an OS map.
- Draw maps, sketches and plans with accurate symbols, keys and scales.
- Ask geographical questions about places and environments.

Art and Design and Design Technology

Art –

Children will create images of Volcanoes, with a focus on Mount Etna in Italy

- Drawing – Introduce the concept of scale and proportion
- Colour – Use colour to reflect mood

Music

- Brass lessons – Listen, review and evaluate pieces of music where instruments are used to create mood, suspense and tension.
- Create simple pieces of music focussing on dynamics and tempo to reflect mood.

Computing

Photo editing-

Children will take photos and edit through: crop, zoom and colour

Where Should Global Assistance Begin? Year 4: Knowledge and Skills

Core Subjects:

Maths

- Recall and use multiplication and division facts for multiplication tables up to 12×12 .
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- Recognise and use factor pairs and commutativity in mental calculations.
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- Recognise and show, using diagrams, families of common equivalent fractions.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Add and subtract fractions with the same denominator.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths

RE

Multi-faith Week

Islamic religion- Learning the customs, beliefs and practices of a Muslim and exploring religious tolerance in society.

Old Testament: Moses to King David

- To know and be able to recall in words, actions and writing the stories studied in this unit. Children will understand that God chose Moses and called Moses and David for special tasks.
- Recognise that God protected his people and that in the psalms of David, we find images of God caring for and protecting his people.
- Understand that through the anointing with the Oil of the Chrism in the Sacraments, Christians celebrate and respond to God's call in their lives

Foundation Subjects

PE

Outdoor PE - OAA

Children will develop communication, problem solving and teamwork skills as they work together to complete a variety of activities.

Indoor - Dance

- Develop choreography and devise skills into a theme
- Explore dynamic quality and formations to communicate character
- Use formations to tell a story

Peacemakers

Peaceful choices

During Peacemakers children will be discussing:

- Multifaith week where we will explore religious tolerance and the different rights we have.
- Be able to discuss in a calm and clear way, what is right and wrong in different situations.
- Recognise and respect that others may not agree with you.
- Understand why it is important to follow agreements and rules in order to maintain peace.
- Know how to question and challenge others in the group.
- Be able to stand up for your own beliefs, opinions and ideas.