






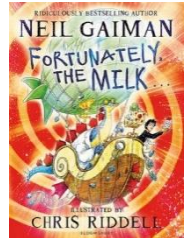
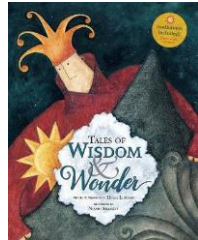
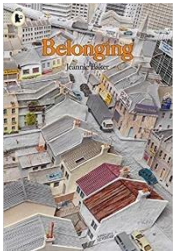




| West Hampstead Curriculum 2021-22 – Diversity                                     |   |   |   |  | Year 4 - Europe   |  |
|---|---|---|---|--|---|--|
|  |   |   |   |  | Essential Knowledge   |  |
|   |   |   |   |  | <p>By the end of this unit children will know:</p> <ul style="list-style-type: none"> <li>• how to create a map with more complex keys.</li> <li>• about some of the largest European countries</li> <li>• where countries are within Europe, including Russia.</li> <li>• how to use OS maps in a more familiar way.</li> <li>• how changes in the environment affect people's lives.</li> </ul> |  |
| Aspiration  | Responsibility  | Resilience  | Consideration   | Community  |   |  |
|  |  |    |  |  |   |  |
| Entry Point   |   | Explore   |   |  | Trip  | Exit Point                               |
| Top trumps – Europe edition   |   | <ul style="list-style-type: none"> <li>• Geography of Europe</li> <li>• Different types of maps</li> <li>• Coastal erosion</li> </ul> |   |  | Orienteering using navigation skills.   | Cooking a recipe from a European country |

| English   | Science  | History  | Geography   |
|---|--|--|---|
|  <p>Newspaper unit (T4W style).</p>  <p>Fortunately the Milk.</p>  <p>Tales of Wisdom and Wonder</p>  <p>Belonging</p> | <p><b><u>Sound</u></b></p> <p>I know that sounds are made when objects vibrate.</p> <p>I know that sounds can travel through solids, liquids and gases, and can suggest ways of investigating how well sound travels through different materials.</p> <p>I can suggest ways of changing the pitch and loudness of a sound made by a musical instrument.</p> <p>I can describe how to raise or lower the pitch of a musical instrument or object.</p> <p>When investigating sound I can identify patterns.</p> <p>I recognise that sounds get fainter as the distance from the source increases.</p> <p>I can research and investigate the Doppler effect.</p> <p><b><u>All living things.</u></b></p> <p>I can observe my local environment over the course of a year, identifying and naming some organisms that live there.</p> <p>I recognise that living things can be grouped in a number of ways and this leads on to developing keys that help us to identify living things.</p> <p>I can use classification keys to identify a wide variety of living things in my local and wider environment.</p> <p>I am able to group a wide selection of different animals into groups according to their characteristics.</p> <p>I can use the terms, vertebrate, invertebrate, fish, amphibian, bird, mammal, reptile, flowering and non-flowering, when grouping living things.</p> <p>I know that environments change over time and that these changes can be a threat to living things if they cannot adapt and survive.</p> | <p>I can place some historical periods in a chronological framework.</p> <p>I can use sources of information in ways that go beyond simple observations to answer questions</p> <p><b>French</b></p> <p><i>Les passé-temps</i></p> <p><i>Quelle est ta matière préférée?</i></p> <p><i>Qu'est-ce que tu portes?</i></p> <p><i>L'Euro</i></p> | <p>I can ask and answer more complex geographical questions (Why is it like this? Has it always been like this?).</p> <p>I can understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland.</p> <p>I can measure straight line distances using the right scale.</p> <p>I can explore features on OS maps using 6 figure grid references.</p> <p>I can recognise the different shapes of continents.</p> <p>I can show where countries are within Europe, including Russia.</p> <p>I can recognise the European union countries with high populations and large areas, and the largest cities in each continent (Computing).</p> <p>I can show I know features nearby and beyond the UK (including hills, mountains, coasts and rivers).</p> <p>I can describe how people have been affected by changes in the environment.</p> <p>I can explain about key natural resources e.g. water in the locality.</p> |

| Music   | Computing  | Art and Design  | Design Technology          |
|---|--|---|----------------------------|
| <b>Recorder</b><br>Camden Music   | <p>I can break programs up into smaller parts.</p> <p>I can use logical thinking to identify and solve potential bugs during coding.</p> <p>I can use other programs as I code (Coding a map style game to help people remember capital cities of the largest countries on each continent as well as large countries in Europe).</p> | <p>I can use a sketchbook for collecting and developing ideas (including observations and experimentation) in order to plan for a complete piece of work. <b>L1</b></p> <p>I can say how I would improve my work using technical terms and giving reasons. <b>L3</b></p> <p>I can plan my sculpture using drawings or other preparatory work. <b>T3</b></p> <p>I can use different techniques e.g. marbling, silkscreen and cold water paste. <b>T5</b></p> <p>I can print on fabrics using tie-dyes or batik. <b>T6</b></p> <p><a href="S:\TeachingStaff\Beckford Curriculum\BECKFORD CURRICULUM 2020-21\2020-21\Subject Curriculum Maps">S:\TeachingStaff\Beckford Curriculum\BECKFORD CURRICULUM 2020-21\2020-21\Subject Curriculum Maps</a></p>   | No DT objectives this term |
| PSHE  |  | RE  |                            |
| <p>To identify the qualities of a good friend</p> <p>To understand the main stages of the human lifecycle</p> <p>To understand the changes that humans go through at the different stages</p> <p>To know some of the basic facts about puberty</p> <p>To know each person experiences puberty differently</p> <p>To understand the importance of personal hygiene at puberty</p> <p>To know about different items that help keep us clean</p> <p>To recognise positive things about themselves</p> <p>To challenge gender stereotyping</p> <p>To understand aspects of discrimination</p> <p>To understand rights in a friendship.</p> <p>To understand responsibilities in a friendship</p> <p>To understand rights and responsibilities in a friendship</p> <p>To identify and resist pressurising and manipulative behaviour</p> <p>To understand how a child's online actions can affect others</p> |  | <p>I can use the right names for things that are special to Jews.</p> <p>I can describe one of the ways Jews show commitment to God.</p> <p>I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others.</p> <p>I can explain why it is important for Jews to show their commitment to God and can describe different ways they choose to do this.</p> <p><u>Summer 2</u></p> <p>I can use the right names for places/ceremonies or symbols that are special to Christians.</p> <p>I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion.</p> <p>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p> <p>I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others.</p> <p>I can give a range of ways that Christians can show their beliefs and explain why they may or may not feel it is important to "show" they are Christians.</p> |                            |