

Medium-Term Planning Format		
Cohort	Year 4	
Enquiry Question (QUESTIONING)	A place in the sun - Home or Abroad?	
Enquiry Driver	Geography	
Enquiry Enhancer	Art	
Main Enquiry Theme	Locational knowledge and geographical skills and fieldwork <i>(compare physical geographical and human features of countries in the Mediterranean and the UK)</i>	
National Curriculum Objective	<p><u>Geography</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-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. <p><u>Art</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Study great artists, architects and designers in history. 	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> • Can I use a map to locate European countries and capitals? • Can I name the eight points of a compass? • Can I use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the UK and the wider world? • Can I explain at least five differences between living in the UK and a Mediterranean country? • Can I name and locate at least five European countries? • Can I name the capital cities of these countries? • Can I explain my own views about locations, giving reasons? 	

<p>Key Knowledge and Skills (enhancer)</p>	<ul style="list-style-type: none"> • Can I identify the techniques used by different artists? • Can I compare the work of different artists? • Can I experiment with the styles used by other artists? • Can I discuss how different artists developed their specific techniques? • Can I use watercolour paint to produce washes for backgrounds and then add details including reflections? • Can I integrate digital images into artwork? • Can I use sketchbooks to help create facial expressions? • Can I use different grades of pencil to experiment with line, shape and texture? <p><i>(Children to re-create the works of Picasso and Monet)</i></p>	
<p>Main Text</p>	<ul style="list-style-type: none"> • Around the Mediterranean Sea By Baby Professor • Show me the way to Spain. By Baby Professor • France-Benjamin Blog and his inquisitive dog By Anita Ganeri 	
<p>Main Writing Genre</p>	<p>Persuasive fact files</p> <p>Biography</p>	<p>Children will research a chosen Mediterranean country and produce a persuasive leaflet/fact file about their studied country.</p> <p>Children will learn the features of biographies and write one about the life and works of either Monet or Picasso.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="678 1317 874 1594"> <p>PERSUASIVE POSTER</p> <ul style="list-style-type: none"> HOOK LINE ££ Price or offer ££ Picture SLOGAN Description Persuasion Small print </div> <div data-bbox="1098 1317 1289 1594"> <p>Biography</p> <ul style="list-style-type: none"> GOOD TITLE Introduction about the person you're writing about Paragraph 1-chronological order (birth, birth place etc) Paragraph 2-chronological order (events in life, Inspirations, Aspirations) Paragraph 3-chronological order (events, important dates) Conclusion- legacy (if deceased) current happenings </div> </div>
<p>Enquiry Hook (Questioning) [Experiences/experts]</p>	<p>Treasure hunt with artefacts from each country- question sheet for the children.</p> <p>Using prediction – looking at what the topic might be.</p>	

<p>Subsidiary Enquiries</p>	<table border="1"> <tr> <td>LC1</td> <td>Where is the Mediterranean and why do people visit there?</td> </tr> <tr> <td>LC2</td> <td>What is the weather like in the Mediterranean?</td> </tr> <tr> <td>LC3</td> <td>How does the Mediterranean differ to the UK?</td> </tr> <tr> <td>LC4</td> <td>What are the advantages/disadvantages of living in a Mediterranean country?</td> </tr> <tr> <td>LC5</td> <td>Who was Pablo Picasso and Claude Monet and how did their work compare and differ?</td> </tr> <tr> <td>LC6</td> <td>How can I experiment using the techniques of Picasso and Monet?</td> </tr> <tr> <td>LC7</td> <td>How can I persuade holiday makers to choose a Mediterranean holiday?</td> </tr> </table>	LC1	Where is the Mediterranean and why do people visit there?	LC2	What is the weather like in the Mediterranean?	LC3	How does the Mediterranean differ to the UK?	LC4	What are the advantages/disadvantages of living in a Mediterranean country?	LC5	Who was Pablo Picasso and Claude Monet and how did their work compare and differ?	LC6	How can I experiment using the techniques of Picasso and Monet?	LC7	How can I persuade holiday makers to choose a Mediterranean holiday?
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<p>Reflection of Learning (SHARING)</p>	<p>Children to work in learning teams to persuade parents to go to that particular country- travel agents. They will work on incorporating the persuasive elements, together with the human and geographical features of their country into their persuasive pitch.</p>														
<p>Potential Sticky Knowledge</p>	<ul style="list-style-type: none"> • The Mediterranean Sea, derived its name from the ancient Romans who called the sea “mediterraneus” derived from two Latin words “medius” and “Terra”. The first word means “middle” and the second word means “earth”. To the ancient romans the Mediterranean Sea was at the middle of the earth. • Sicily is the largest Mediterranean Island with an area of 9,927 square miles. • Eight different species of whales, dolphins and porpoises can be found in the Mediterranean. • Claude Monet is a famous French painter whose work gave a name to the art movement Impressionism, which was concerned with capturing light and natural forms. • Pablo Picasso was a famous Spanish painter, sculptor and ceramicist. • A Mediterranean climate is a climate that has dry summers that are hot or warm as well as winters that are cool or mild with moderate or high rainfall. 														
<p>Knowledge Organiser</p>	<p>The image shows a comprehensive knowledge organiser for Year 4 students. It includes sections for Subject Specific Vocabulary, Country information (Italy, Spain, Portugal, Greece, Turkey, France, Malta), Exciting Books, Learning Challenges (LC1-LC7), Sticky Knowledge about everyday materials, and Other knowledge with a map of the Mediterranean Sea.</p>														

Other curriculum areas which are to be taught discretely:	
Religious Education	<p><u>What matters most? Can we explore values: right and wrong with Christians and Humanists?</u></p> <ul style="list-style-type: none"> • Can I identify and explain beliefs about why people are good and bad? (e.g. from Humanism) • Can I make links with sources of authority that tell people how to be good? (e.g. the Humanists saying that people can be 'good without God', and exist without a designer) • Can I make clear connections between Christian ideas and Humanist ideas, about being good and how people should live? • Can I suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view? • Can I raise important questions and suggest answers about how and why people should be good? • Can I make connections between the values studied with my own life, giving good reasons for my views?
PSHCE	<p><u>Looking after me and understanding me and others</u></p> <ul style="list-style-type: none"> • What can I do about negative thoughts? • Should I own up? • Is it ok to hug? <p><i>(see Talking Points curriculum for the full programme breakdown)</i></p>
Music	<p><i>See The Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 3 - Stop!</p>
Physical Education	<p><u>Invasion Games</u></p> <p>Emphasis on sending and receiving using a piece of equipment. E.g. hockey and lacrosse.</p> <ul style="list-style-type: none"> • Can I make up my own rules for simple invasion games and modify and change them? • Can I select and apply different tactics in an invasion game? • Can I keep possession for a reasonable length of time without being meant by an opponent? • Can I select and use appropriate skills and simple tactics in invasion games? • Can I work cooperatively in a team showing good team work skills?
Computing	<p><i>See DB Primary Programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 21: E-safety and Programming</p>
MFL	<p><i>See The Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Family tree and faces</p>

Science	<p><u>Sound</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>Identify how sounds are made, associating some of them with something vibrating.</i> • <i>Recognise that vibrations from sounds travel through a medium to the ear.</i> • <i>Find patterns between the pitch of a sound and features of the object that produced it.</i> • <i>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</i> • <i>Recognise that sounds get fainter as the distance from the sound source increases.</i> <ul style="list-style-type: none"> • Can I describe a range of sounds and explain how they are made? • Can I compare sources of sound and explain how the sounds differ? • Can I explain how to change a sound (louder/softer)? • Can I describe and explain how a sound travels from a source to our ears? • Can I explain what happens to sound as it travels away from its source? • Can I explain how you could change the pitch of a sound? • Can I investigate how different materials can affect the pitch and volume of sounds? 		
	Additional Links	<p>British Values</p> <p>How do British Values compare with the values in other countries?</p>	<p>Outdoor Learning</p>
<p>Citizenship (Beaver Pledge)</p>		<p>Global Neighbours</p>	<p>Home Learning</p> <p>Children will be given a menu style task to choose from tasks related to the topic.</p>