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| **Holywell C of E Primary School** | **Spring Term 2022** | **Foxes Class – Year 4 & 5** |
| **2. What will the children know?**  **Geography Focus – Take a Walk on the Wild Side: Europe**  **Location:**  -Which landmass is the continent of Europe part of?  - What are the two main boundaries between Europe and Asia?  - Compare and contrast the location of Europe and of North America. (Y5)  - Which hemisphere is Europe entirely within?  - Which oceans border Europe?  - What is Europe’s and also the world’s most northerly capital city?  - Which country is the city in?  - Compare and contrast the location of Europe with that of Africa. (Y5)  - There are five primary rivers in Europe.  - Define the word ‘primary'.  - Mark the routes of the five primary rivers in Europe on a map and label them.  - On the same map, label their sources and the bodies of water into which they flow.  - Label the length of each river.  - Name some other important rivers in Europe.  - Locate and label the mountain ranges of Europe.  **Diversity:**  - How many countries are there in Europe?  - Locate and label the countries of Europe.  - Name the main regions of Europe.  - How many languages are spoken in Europe.  - Organise information about common words and phrases used in three different European languages. (Y5)  - What are the three main types of languages spoken in Europe?  - Which language is spoken by most Europeans as either their first or second language?  - Which European countries have the largest and smallest populations?  **Human Features:**  - How many countries are there in Europe?  - What is the population of Europe?  - Why is the population of Europe surprising?  - Which are the three largest countries in Europe?  - Which is the biggest island in Europe?  - Which is the smallest city in Europe?  - Define the word ‘inhabitants'.  - Define the word ‘city-state'.  - Define the word ‘population'.  - Graph the populations of the countries of Europe. (Y5)  - Compare the populations of the United Kingdom and of France. (Y5)  - Demonstrate how densely populated Europe is compared to Africa. (Y5)  **Physical Features:**  - Define the word ‘source'.  - Define the word ‘delta'.  - What is a landlocked sea?  - Locate and label the landlocked seas in Europe (and elsewhere).  - Italy’s Po River traverses the country.  - Define the word ‘traverse' (traverses, traversing).  - What is a mountain range? •  - What are two names for the top of a mountain?  - What does the word ‘extends' mean?  - How do you measure the height of a mountain?  - How do you measure how tall a mountain is?  - What is the highest mountain in Europe?  - Which mountain range is it part of?  - What is the highest peak in the European Alps?  - Organise information about the 11 mountain ranges on the knowledge web. (Y5)    **9. Skills**  **(see curriculum coverage map)** | **3.What will every learner experience?**  Outdoor learning  Experiences in the local environment – walks.  Easter Service  Spring performance  Fantastic Finish Trip  Skern Lodge Residential | **4. What will the children wonder about?**  **Science – Plants and Living Things**  how water is transported through plants/flowering plants (Year 4/5)  Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.  - Describe and illustrate the functions of different parts of flowering plants.  - Explain how leaves are important in creating food for a plant.  - Prove or disprove that roots act like straws sucking up water for the plant.  Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.  - Grow, observe and record the growth of a range of different plants.  - Compare and contrast the conditions for growth for a range of different plants.  - Explain why these differences may exist.  Investigate the way in which water is transported within plants.  - Observe (or read about) and answer questions about how water is transported in plants.  - Experiment with food colouring to demonstrate how water is transported through a plant.  - Explain the experiment and summarise your observations.  - Compare and contrast your observations with those of others.  **Art – Impressionism**  The children will be able to describe and copy the style used by Impressionist painters such as Renoir, Sisley and Monet. They will develop their painting techniques to use impasto, hatching, cross hatching and stippling.  **Computing - River Crossing Activities/You’re the Jury**  Children will select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  Children will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  **Design and Technology - Frame structures (bridges)**  The children will have the opportunity to measure and cut wood to size, learn which shapes are ‘strong’ and join using Jinks’ corners. They will create their own design for a product – a truss bridge (linked to rivers) – creating annotated sketches and prototypes. |
| **5. What novels, poems and other texts will they learn through?**  1.*Beachcomber* George Mackay Brown (poetry)  -Expanded noun phrases  -Prepositional phrases to expand nouns  -Commas in lists    2.*Interview with a Tiger* Nick East (non-fiction)  -Prepositional phrases:  -As part of expanded noun phrase to add detail after the noun.  -Used adverbially.  -Pronouns to maintain cohesion  -Using dictionaries for definitions    3.*Jungle Survival Handbook* by Jen Green (non-fiction)  -Retrieve, record and present information.  -Structure text and guide reader (headings, bullet points, underlining etc)  -Link ideas using time, place and number adverbials.  -Indicate degrees of possibility, using adverbs or modal verbs |
| **A Walk on the**  **Wild Side**  **(Geography)**  **Europe** |

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| **8. Global to local**  Children will compare and contrast their local town Barnstaple to its European twins, Uelzen in Germany, Trouville-sur-Mer in France and Susa in Italy. | **7. Wow products**  **Stunning Start –** European Festival! Dressing up, mini fact files, European art – Michelangelo (upside down art activity) and a which European monument can you climb P.E. activity.  **Marvellous Middle –** Foxes Class Spring Performance.  **Fantastic Finish** – Follow the river! A walk along the river Taw from Tawstock into Barnstaple. | **6. Christian/Spiritual Focus**  Christian Values -  January – Truthfulness, Honesty and Wisdom  February – Love and Compassion  March/April – Hope and Aspiration  Theme Passover (Judaism)  How important is it for Jewish people to do what God asks them to do? (Yr 4 unit)  Theme Salvation (Christianity)  What do Christians believe Jesus did to save human beings? (Year 5/UKS2 unit.) |