Year 4 Units of Inquiry:

Health, Identity & Culture	Time & Place	Expression, Communication & Creativity	Science, Technology &The Natural World	Community and Responsibility	Environment & Sustainability
An inquiry into: · Identity · Health & Well being (physical, mental, social, spiritual) · Life cycles · Beliefs & Values · Relationships (Families, friends, communities, cultures) · Rights and responsibilities · Shared humanity	An inquiry into: · Orientation in time and place · Personal histories · Journeys (explorations, migrations, discoveries) · Relationships between generations · Relationships between cultures and civilizations (legacies)	An inquiry into: · Communication · Expression · Symbols (language, arts, maths) · Creativity · Interpretation · Information literacy	An inquiry into: · Our Connection to the natural world · The Power of Technology · The Principles of science · Impact on the environment · Sustainability	An inquiry into: · Groups · Family · Government · Groups in other cultures · Social responsibility · Community · Relationships · Work · Production & consumption	An inquiry into: · Sustainability · Access to (finite) resources (people & living things) · Need and wants · Rights and responsibilities · Peace and conflict resolution
Autumn 1	**Summer 1**	**Summer 2**	**Spring 1**	**Autumn 2**	**Spring 2**
Understanding how we learn helps us become responsible learners. · How do we learn? (function) · How do we know we are making progress? (reflection) · How can we be responsible learners?	**Migration is a response to challenges, risks and opportunities** · Why do people migrate? (perspective) · How has a place changed through migration? (change)	**Choices of roles models reflect the characteristics that we value** · Why do we value role models? (perspective) · How can we be role models? (reflection) · How can our personal strengths help others? (responsibility)	**The Earth's cycles influence how we live** · What is the structure of the earth like? (form) · What are the cycles of the earth and how do they work? (function) · How is life influenced by the nature of the earth? (causation) (Rock, water, weather cycles)	**Communities rely on interconnected systems** · What is a community and a system? (form) · How are systems connected in a community? (connection) · How can we improve systems? (responsibility)	**Children's quality of life is influenced by their environment.** · What is environment? How does the environment influence a child's quality of life? How can we improve the quality of life for children?

Health, Identity & Culture - Autumn 1
Big Idea: Understanding how we learn helps us become responsible learners

PSHE	**Health and Wellbeing** ● how to maintain physical, mental and emotional health and wellbeing ● how to make informed choices about health and wellbeing and to recognise sources of help with this ● to identify different influences on health and wellbeing. **Relationships** ● how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts ● how to recognise and manage emotions within a range of relationships ● how to recognise risky or negative relationships including all forms of **bullying** and abuse ● how to respond to risky or negative relationships and ask for help ● how to respect equality and diversity in relationships (Connect to developing class agreements, creating positive learning environments and relationships, taking responsibility for learning in terms of personal health and wellbeing)
Art Mark Rothko	**Painting -** Colour and how it affects learning - abstract expressionism ● Make and match colours with increasing accuracy. ● Use more specific colour language e.g. tint, tone, shade, hue. ● Choose paints and implements appropriately. ● Plan and create different effects and textures with paint according to what they need for the task. ● Show increasing independence and creativity with the painting process.
Music How does music help us learn? How do we learn to play music?	● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● use and understand staff and other musical notations - through recorder
DT **Cooking and nutrition:**	● understand and apply the principles of a healthy and varied diet ● prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ● understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Make healthy meals based on learning from inquiry http://www.eathappyproject.com/
Computing **Digital Literacy**	● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. How we learn online, create an agreement about online behaviour, Personal blogs about learning.
English **Text type focus**	Read and write Diaries, reflective journals and blogs - set up the learning journal as a tool for learning

Time and Place - Summer 1

Big Idea: Migration is a response to challenges, risks and opportunities

History	• The Roman Empire and its impact on Britain (focus more on migration than invasion) • Britain's settlement by Anglo-Saxons and Scots
Geography	• 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
PSHE	**Health and Wellbeing** • about managing change, such as puberty, transition and loss **Relationships** • how to respect equality and diversity in relationships **Living in the Wider World** • about respect for the self and others and the importance of responsible behaviours and actions • about rights and responsibilities as members of families, other groups and ultimately as citizens • about different groups and communities • to respect equality and to be a productive member of a diverse community • how money plays an important part in people's lives (connect to reasons why people migrate - job opportunities / financial security)
Art - Drawing - Illustrations for picture books. Shaun Tan	• Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture
Music	How does migration influence music? • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
DT Cooking and nutrition:	• understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Cooking healthy food from various cultures http://www.eathappyproject.com/
Computing Information Technology	• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Research Migration • 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 Present Learning about Migration
English Text type focus	Read and write stories from other cultures (linked to religious stories) and stories which reflect their morals/beliefs on how to treat others. Read Shaun Tan's The Arrival, 'My name is Yoon' and other books about children who have migrated Non Fiction - write a reflective Journal of their migration experience. Read information texts on migration and settlement

Expression, Communication & Creativity - Summer 2
Big Idea: Choices of role models reflect the characteristics we value

RE	**Inspirational People -** ● Describe the key aspects of <u>**Islam and Buddhism**</u>, especially the people (and their stories within the sacred writings) that influence the beliefs and values of others ● Reflect on sources of inspiration in their own and others' lives·
PSHE	**Health and Wellbeing** ● how to maintain physical, **mental and emotional** health and wellbeing ● how to manage risks to physical and **emotional health** and wellbeing ● about managing change, such as **puberty, transition** and loss ● how to make informed choices about health and wellbeing and to recognise sources of help with this ● to identify different influences on health and wellbeing. **Relationships** ● how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts ● how to recognise and manage emotions within a range of relationships ● how to recognise risky or negative relationships including all forms of bullying and abuse ● how to respond to risky or negative relationships and ask for help ● how to respect equality and diversity in relationships (Connect to choice of role models - including in friendship groups - linked to anti bullying weeks)
Art Warhol	**Painting -** Role model images - use of ICT and photography, Drawing, use of colour ● Make and match colours with increasing accuracy. ● Use more specific colour language e.g. tint, tone, shade, hue. ● Choose paints and implements appropriately. ● Plan and create different effects and textures with paint according to what they need for the task. ● Show increasing independence and creativity with the painting process
Music What are the characteristics of musicians we value?	● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ● listen with attention to detail and recall sounds with increasing aural memory
Computing Information Technology	● 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 (hyperlinked tree diagram)
English Text type focus	Read and write news articles / reports / biographies about role models. Modern day myths/legends with role model characteristics identified for main character (hero)

Science, Technology & The Natural World - Spring 1
Big Idea: The Earth's cycles influence how we live

Science	**Rocks** ● compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ● describe in simple terms how fossils are formed when things that have lived are trapped within rock ● recognise that soils are made from rocks and organic matter **Earth and space** ● describe the movement of the Earth, and other planets, relative to the Sun in the solar system ● describe the movement of the Moon relative to the Earth ● describe the Sun, Earth and Moon as approximately spherical bodies ● use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Geography	● identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
PSHE	**Living in the Wider World** ● about the importance of **respecting** and protecting the environment **Health and Wellbeing** ● how to manage risks to physical and emotional health and wellbeing
Art Hokusai	**Printing -** Prints about natural disasters, features etc ● Research, create and refine a print using a variety of techniques. ● Select broadly the kinds of material to print with in order to get the effect they want ● Resist printing including marbling,
Music **Concept link:** Cycles in music	● improvise and compose music for a range of purposes using the inter-related ● dimensions of music ● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● use and understand staff and other musical notations - through recorder
Computing Information Technology	● 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 - Explanation Video
English Text type focus	Narrative -Diary writing (feelings when Earth cycles have occurred) Descriptive writing (describe scene after Earth cycle) Non Fiction - Read and write Information and Explanation texts related to inquiry Speech - Discussions and presentation of work

Community and Responsibility - Autumn 2
Big Idea: Communities rely on interconnected systems

Geography	• human geography, including: <u>**types of settlement and land use**</u>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
PSHE	**Living in the Wider World** • about different groups and communities • about where money comes from, keeping it safe and the importance of managing it effectively • how money plays an important part in people's lives (Connect to the monetary system, how we pay for things)
Art	**3D Form -** Town planning link • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. • Make a simple papier-mâché object. • Plan, design and make models.
Music **Concept link:** Systems (notation)	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • use and understand staff and other musical notations - through recorder
DT	**Design, make and evaluate** using Lego kits and town planning software **Technical skills to be taught:** • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. Lego kits and Espresso Coding
Computing	Computer Science Espresso Unit for Year 4, Town planning software (National Geographic), Lego kits
English **Text type focus**	Read and write explanation texts including flow diagrams about systems

Environment & Sustainability - Spring 2
Big Idea: Children's quality of life is influenced by their environment

Geography	• human geography, including: types of settlement and land use, economic activity including trade links, and the <u>distribution of natural resources including energy, food, minerals and water</u> • 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
PSHE	**Living in the Wider World** • about respect for the self and others and the importance of responsible behaviours and actions • about rights and responsibilities as members of families, other groups and ultimately as (global) **citizens** • about different groups and communities • to respect equality and to be a productive member of a diverse (global) community • about the importance of respecting and protecting the environment • how money plays an important part in people's lives (Connect wealth of communities to impact on children's life chances)
Art	**Textiles / Collage -** Textile design for different environments • Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Experiments with paste resist.
Music	How does music influence children's quality of life around the world? • develop an understanding of the history of music. • Improvise and compose music for a range of purposes using the inter-related dimensions of music
DT	**Design, evaluate and make textiles** linked to inquiry and art. **Technical skills to be taught:** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Computing Digital Literacy	• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Responsible use for online communication
English Text type focus	Narrative - Play writing. A play to show the daily life of a child in a different environment, focusing on the impact the environment is having Non Fiction - read and write information texts about focus locations. Write e-mails to individuals living in a different environment Speech - Performance of play