|  |  |
| --- | --- |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Logo  Description automatically generated** | **Logo, company name  Description automatically generated** | Topic Overview KS2 (Year 4) – Spring 1 2023 |

|  |  |
| --- | --- |
| **Key Texts English**  | The Last Bear |
| **Subject** | *Science – Animals including Humans* | *Computing –* *Coding* | *Geography – Country Study* | *History*  | *Art & Design*  | *Design & Technology* | *MFL* | *RE*  |
| NC Objectives / links | * Pupils should recognise that environments can change and that this can sometimes pose dangers to living things
 | * The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.
 | * Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
 |  |  | * Learn about significant artists, designers and architects, movements and concepts, both contemporary and historical, within art and design.
* Experience the creative freedom to develop their own art works inspired by their imaginations.
* Explore, record and develop their own ideas through research, sketchbook work, wonder, critique and exhibition.

Learn and use the language and concepts of art , craft making , architecture and design. | * Listen attentively to spoken languages and show understanding through response.
* Gain a secure knowledge of high-frequency words and vocabulary.
* Gain a basic understanding of grammatical concepts appropriate to Spanish.
* Gain a phonological awareness of the Spanish language developing confidence and competence in pronunciation.
 | * Compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.
* Observe and understand varied examples of religions and other world views so that they can

explain, with reasons, their meanings and significance for the choices made by individuals and communities;* Discuss and present thoughtfully their own and others’ views on challenging questions about

belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. |

|  |  |
| --- | --- |
| Week/session | * Lesson QfL (Learning Intentions / Lesson Titles)
* Further QfLs linked to learning activities (additional questions for differentiated learning)
* Opportunities for Sparkle (see separate suggestions)
 |
|  | *Science* | *Computing* | *Geography* | *History* | *Art & Design* | *Design & Technology* | *MFL* | *RE* |
| Big Question | How can we protect habitats?( Conservation)  | What is a variable? | *What makes Canada unique?* |  |  |  | *How do I greet somebody in Spanish?* | *Which religions are followed in my local area?* |
| Week 1 | How would you describe an ecosystem?* How are ecosystems affected by seasons?
* How are habitats around the world affected by changes in season?
* What else causes ecosystems to change?
 | How will I create a balloon pop game to learn how computers use variables? | Where is Canada?* How far away is Canada?
* Which continent is it on?
* What’s the Canadian flag?
* Which language is spoken in Canada?
 |  |  | * Who was Berthe Morisot?
* How do I sketch figures and objects in domestic settings?
 | How do I say hello and goodbye in Spanish? |  |
| Week 2 | What human impact does deforestation have on the planet?* How will I use scientific evidence to present findings about deforestation?
* What measures can humans take to protect rainforests?
 | How will I build a game starring a hungry monkey to learn that the value of a variable can change? | What’s special about the Rockies?* Where are the Rockies?
* Which are the most famous Canadian mountains?
* Which are the most famous Canadian lakes?
 |  |  | * What did Marie Bracquemond paint?
* How do I use pastel and paint together?
 |  | Which religions are followed in Canada? |
| Week 3 | What is air pollution?* What contributes to air pollution?
* What impact does air pollution have on the environments and human’s health?
 | How will I apply my understanding of conditional events and variables in code to create a game using a more complex scoring system? | Who lives in Canada and what is their culture like?* Who were the first people to live in Canada?
* Who lives in Canada now?
* What’s it like to live in Canada?
 |  |  | * What influence did Cezanne have on Art?
* How did he paint his landscapes?
 | How do I ask somebody how they are in Spanish?How do I respond? |  |
| Week 4 | What is water pollution?* How is water pollution caused?
* What is the impact of different kinds of water pollution?
* How can we prevent water pollution?
 | How will I design a shop till using several different variables? | What’s special about Canadian wildlife?* Which kind of ecosystems can be found in Canada?
* Which animals can be found in Canada?
* How do I protect myself if I see a bear?
 |  |  | * How was Monet inspired by his garden?
* What does it take to create a collage relief of our local lansdscape?
 |  | What are the spiritual beliefs of native American tribes? |
| Week 5 | How can humans have a positive impact on the environment?* How can humans protect the environment?
* How can humans protect the environment in everyday life?
 | How will I consolidate my understanding of setting and changing variables using conditional events to create a pirate treasure-hunt game? | What makes Canada popular with tourists?* What are the different seasons in Canada?
* Which are the most popular winter activities? W
* Which activities can I do in the Canadian summer?
* Which towns are the most popular?
 |  |  | * How does Art affect my wellbeing?
* How do artists use creativity to express feelings?
 | How do I ask somebody their name in Spanish?How do I respond? |  |