

Big Question: Why is water wonderful?

Year: 4		Term: Autumn 1
<p>During the pre-learning challenge, introduce the children to the big question for this half term: <i>'Why is water wonderful?'</i> and explain how it fits in with the whole school theme of <i>'Wonders of the World'</i>.</p> <p>Talk about the previous experiences that the children have had with the weather, and in particular rain, and ask them what happens to puddles after a storm. Ask them to think about how it rains and where the water goes afterwards. Look at pictures of the most famous rivers from around the world (Nile, Thames, Ganges, and Amazon) and see what the children already know and understand about these places.</p> <p>Share the learning challenge with the children: <i>Label the water cycle and explain what is happening. Explain why the water cycle is important and name some important water sources.</i></p> <p>Model an idea on the board before the children complete their pre-learning challenge.</p>		
English	Maths	Geography
Narrative x 6 weeks Poetry x 1 week Texts linked to Black History Month and multiculturalism: <i>-Look Both Ways</i> <i>-Journey to Jo'Burg</i> Poems by Joseph Coelho – Children's Laureate 2022	Number and Place Value Children will use their prior knowledge to support them with recognising, ordering and comparing numbers up to one thousand. They will also learn strategies in how to round to the nearest ten, hundred and thousand. This knowledge is the foundation of all number work.	Locate countries with the world's most famous rivers and the mountains from which they originate. Investigate the rivers and what makes them unique and special. Understand the water cycle. Learn about the impact of water on communities.
Art and Design	Design and Technology	PSHE and Citizenship
Autumn 1 and 2 Kapow Scheme of Work <u>Painting and mixed media</u> Light and dark	Autumn 1 and 2Kapow Scheme of Work <u>Electrical Systems</u> Torches	Jigsaw Scheme of Work Puzzle 1 – Being Me in My World
Science	RE	Computing
States of Matter	2022 Newham Agreed Syllabus <u>What is special to me and the people in my community?</u> <i>How and why do Hindus worship at home and in the Mandir?</i>	NCE Scheme of Work <u>Computing Systems and Networks: The Internet</u> <i>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</i>
PE	Music	Spanish
Complete PE Scheme of Work <u>PE Coach</u> Games Football <u>Class Teacher Inside</u> Athletics <u>Class Teacher Outside</u> Outdoor Adventure Activities Orienteering	The Supernatural World	Me and My world: <u>The clothes and the clothes shop – role-play</u> Book: <i>A los Maricanos les Encantan los Calzoncillos</i> by Claire Freedman and Ben Cort

SMSC			
<p>Spiritual</p> <ul style="list-style-type: none"> -Awe and wonder at the world we live in. -Awe and wonder at the system of the water cycle and the reliance we have on it. -Awe and wonder at the power of a river. 	<p>Moral</p> <ul style="list-style-type: none"> - Learning that conservation of water is the right thing. -Think about what could be done for people in countries without access to fresh water. 	<p>Social</p> <ul style="list-style-type: none"> -An understanding of how other people in the world live. -Thinking about social responsibility towards people who do not have access to clean water. 	<p>Cultural</p> <ul style="list-style-type: none"> -Discussions about the cultural events the children and their families take part in. -Look at how the River Ganges is important in the Hindu culture.
BRITISH VALUES			
<p>Democracy</p> <ul style="list-style-type: none"> -Think about how governments are effective in ensuring that the people they are responsible for have access to clean, safe water. -Use any opportunities for voting for something as a chance to discuss what a democracy is. -Participation in class councils. 	<p>Individual Liberty</p> <ul style="list-style-type: none"> -Thinking about the impact on our lives of being able to enjoy life without having to worry about water. -Our friends and family can choose what they believe in. -We are allowed to like or dislike a piece of artwork and we can justify our reasons. 	<p>Tolerance and Mutual Respect</p> <ul style="list-style-type: none"> -Respect the beliefs of the Hindus that we learn about in our RE topic. -Learning about others and how to show respect in order to live together peacefully. -How to negotiate with friends in a respectful way. -Treating visitors to the class politely. 	<p>Rule of Law</p> <ul style="list-style-type: none"> -Discuss the rules of the school and of your class with your children. Ensure that they understand the reasons behind each rule.
Links to Rights Respecting Schools			
<p>Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.</p> <p>Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.</p> <p>Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.</p>			
Links to Safeguarding			
<p>Computing – keeping safe whilst using technology.</p> <p>Geography – physical safety around water.</p>			