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| Macintosh HD:Users:ianread:Documents:WCM 2016-17:Miscallaneous:WCM booklets:WCM Logos 2017 PNGs:WCM logo final:watercliffe_line_White.pngYear Four Medium Term PlanningSummer 2019Big Question: How can we reduce our environmental impact? |
| Focus Subject:Geography | **China? Pollution around the world?** Comparison between Sheffield and China – community circles (display on the bottom corridor)Recognise that the environment can sometimes affect living things – eg. Ice caps meltingLitter project and campaign – McDonalds/ Tesco |
| * Ask and respond to questions about places and the environment, making comparisons.
* Use maps and globes to locate the world’s countries, their capital cities and different geographical regions.
* Offer explanations for the location of human and physical features in different localities; using sources such as aerial photographs.
* Use a globe to identify the position and significance of the hemispheres, equator, tropics and the Artic and Antarctic circles.
* Make and use more detailed maps that use symbols and a key.
* Use fieldwork techniques, with more detailed sketches, questionnaires and surveys, to investigate a place.
* Measure and record data to gain a better understanding of a place, such as weather patterns.
* Describe how people can both improve and damage the environment, recognising the need to live sustainably.
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| Science/ STEM | **States of Matter***- compare and group materials together, according to whether they are solids, liquids or gases**- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)**- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.*Water cycle environmental**Living things and their habitats***- recognise that living things can be grouped in a variety of ways**- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment**- recognise that environments can change and that this can sometimes pose dangers to living things.* |
| * Group living things in a variety of ways, using classification keys to help this. Recognise how and why habitats need protection.
* Group materials into solids, liquids or gases and observe the changes when they are heated or cooled and how this contributes to understanding the water cycle.
* Set up simple practical enquiries, comparative and fair tests - thinking about choices of equipment and how results will be measured.
* Record accurate observations and measurements from an enquiry, using scientific language, labeled diagrams, tables and bar charts.
* Report on findings, drawing conclusions and making predictions and raising further questions.
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| Religious Education | **Inspirational People in Today’s World** |
| * Find out about the lives of inspirational modern leaders.
* Explain how leaders can be a source of wisdom and inspiration.
* Apply what words of wisdom you would share.
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| Visits/ Visitors | Visits: Wards End – quadrant and litter pickVisitors:Environmental department – Ron Berger styleMcDonalds – litter policy? |
| Fabulous Finish | Enterprise – sharing with Chinese schools – Trevor? Challenge children to present to him/ panel to present to and question. Competition – slogans to use around the city? |

**Other foundation subjects to plan in:**

PE (follow the overview from SD)

Computing – multi-media

Music

Design and Technology (may feature more heavily in the art term)

Please remember that the above guidance is a summary of the organisation of objectives, plus the year group conversation. You may need to refer to the wider National Curriculum objectives or exemplar RE units or objectives.