

Geographical Giants



Main Headings of Learning and Key Questions

Rivers, roads and railways

- ★ Exploring the geography of the United Kingdom
- ★ Investigating rivers roads and railways
- ★ Finding out how transport routes changed in the UK.



Africa

- ★ Exploring the continents and countries of Africa.
- ★ Investigate weather and biomes in Africa.
- ★ Finding out about life in different climates and adaptations made.
- ★ Exploring flora and fauna in African countries.
- ★ Investigating the diversity of geographical features within the continent.

Can you find out about 2 countries in Africa?
How do they compare?
What is similar and what is different?



Our Learning Journey Spring Term Year 4



English Learning:

- ★ Exploring graphic novels on a migrant in “The Arrival” by Shaun Tan.
- ★ Studying Africa through non fiction investigation.
- ★ Exploring stories from African cultures such as “The Village that Vanished” by Ann Grifalconi.
- ★ Refining and extending our use of different writing skills to capture our readers.

Maths Learning:

- ★ Times tables up to 12x12
- ★ Place value and number, including ancient number systems.
- ★ Addition, subtraction, division and multiplication, including word problems and how to estimate.
- ★ Shape and position, such as co-ordinates and symmetry.
- ★ Measure e.g. time, length, mass.
- ★ Data handling e.g. bar graph



You could support your child's learning at home by:

- ★ Listening to your child read and asking questions about the characters and author's writing techniques.
- ★ Practising times tables up to 12x12.
- ★ Asking your child to plan their own stories, poems etc. using the environment around them as inspiration.

RSHE learning:

- ★ Exploring healthy eating and how we can look after our bodies.
- ★ Discussing friendships and our relationships with those around us and how we treat others.
- ★ Exploring themes of tolerance and diversity and celebrating those things which make us unique.

**What will your act of kindness be today?
How do you keep yourself healthy?**

Science Learning:

- ★ Exploring electricity, appliances and constructing circuits.
- ★ Investigating sound and how it works. We will be identifying the way sound is formed and travels, as well as how to increase and decrease levels volume.
- ★ Using investigating and observational skills to explore and find out more about the world around us.

**What have you observed about sounds?
Are there particular materials which make particular sounds?**

DT Learning:

- ★ Exploring knowledge, understanding and skills we need to be great designers.
- ★ Critiquing, evaluate and testing out new and creative ideas.
- ★ Design a bridge for a purpose.
- ★ Draw and model my ideas, to see what will work and how it can be improved.

What bridge designs have you seen? Have you noticed ways in which designers have altered or changed designs?

Computing Learning:

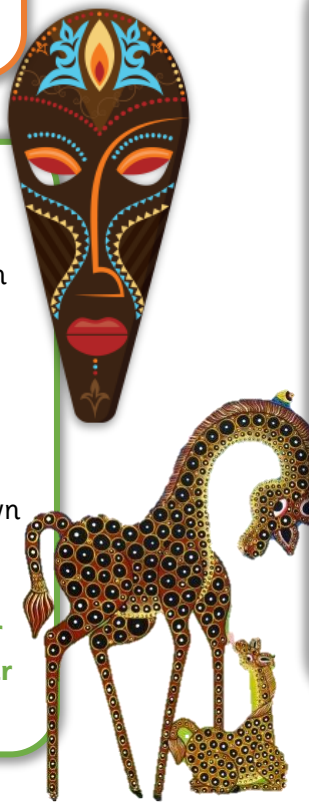
- ★ Exploring digital music, including using online software, composing and recording their own digital pieces and reflecting on the impact of music technology.
- ★ The children will learn about the the web, before working together to design and create web pages using hyperlinks

**What different ways do we use technology?
What are the benefits and disadvantages of the internet?**

Art Learning:

- ★ Exploring different styles of printing and using our African topic to inspire our own creativity.
- ★ Working with Edward Saidi TingaTinga paintings to delve into African wildlife.
- ★ Designing and making our own African masks.

Which artists have you spotted? What caught your eye? How did they use colour and texture?



RE Learning:

- ★ Exploring the Bible through scripture linked to the Holy Sacraments.
- ★ Looking at the church community and the different roles that people have within a parish.
- ★ Learning about what it means to give and receive.
- ★ Reflecting on religious scripture and using this to answer questions, as well as consider their own.

**Can you describe the communities that you are a part of?
Why do you think that people become part of different**

