

Year 4

Topic Map

Spring second 2020

Ms Andrews

Science

States of Matter

Explain observations of air using scientific knowledge of materials.

Can you explain why the paper towel in submerged cup remained dry?

Do the children know the names of gases?

Explore:

1. Why can sponges be squashed although they are solid?
2. Weighing air.
3. Raisins in lemonade.

Classify materials as solids, liquids, gases.

Working in groups with balloons filled with ice, water, air.

Which contains solid/ liquid/ gas?

Sort materials using knowledge gained.

Collect data to answer a question about drying

Geography

Rivers

Why did Britain's worst river flood take place at Lymouth and what has been done to stop it happening again?

Identify, describe and explain why the location and surrounding environment of Lymouth creates a danger of flash flooding. **Explain** the reasons for and effects of the 1952 flood.

Evaluate measures taken at Lymouth to prevent history repeating itself?

Identify and explain what water is used for and how much is used in the home.

Identify how rivers are used by humans.

Divide into groups: home, industry, leisure, farms. Think about and describe water usage in these areas.

Spiritual, Moral, Social and Cultural/ British Values

~ *Imagine a world without water? What would happen?*

~ *Water can be dangerous and powerful. It can cause landslides and tsunamis. What happens to people directly impacted by such events? How can we help?*

~ *What happens to people whose homes are flooded? Imagine losing all your personal belongings. Imagine losing your home. What can we do to help flood victims?*

RE

Kingdom of God

Introduce the idea of the Kingdom of God.

Is the Kingdom of God a place? Who is its leader? Who is part of the Kingdom of God? How can someone become part of it?

Why do Christians call the day Jesus died, 'Good Friday'?

Jesus died and was raised to life to bring in a new 'Kingdom,' where God rules in people's lives.

Make links between the story of the day of Pentecost and Christian belief about the Kingdom of God.

The day of Pentecost: Acts 2: 1-15, 22 and 37-41.



Create an emotion graph of 6 key moments in the story, from the death of Jesus to resurrection and to this story. Offer suggestions about what the description of Pentecost in Acts 2 might mean.

washing (a football kit) and investigate evaporation.

Suggest a variable to change for a fair test.

What will they measure to collect data?

Is there anything we need to keep the same?

1. Investigate how the wind affects how much time it takes fabric to dry.
2. Investigate how the amount of water (wetness) affects how much time fabric takes to dry.
3. Investigate how temperature affects how much time fabric needs to dry.

Describe and explain findings from evaporation investigation.

Look at tables of results from previous investigation.

Find patterns; use these to answer the investigation question. Think about what findings tell us about evaporation.



**Spiritual, Moral, Social and Cultural/
British Values**

~ Think about people in underdeveloped countries who struggle to survive without clean water.

Recognise how all life on earth is dependent on water.

~ Discuss our water usage and the importance of conserving water. Do we waste water? What would we do without water?

Art

Impressionist's Rivers

Introduce Pierre-Auguste Renoir as a French impressionist artist who painted river scenes.

Share, 'The Skiff,' 'River Landscape,' and 'Bridge at Chatou.' Share ideas on mediums used.

Give children pens, coloured pencils and pastels to recreate section from paintings.

Simplify and enlarge small section from Renoir painting.

Mix own paint colours, using gouache, water colours, poster paint to recreate Renoir image.

Introduce Alfred Sisley as a British impressionist painter who spent most of his time in France.

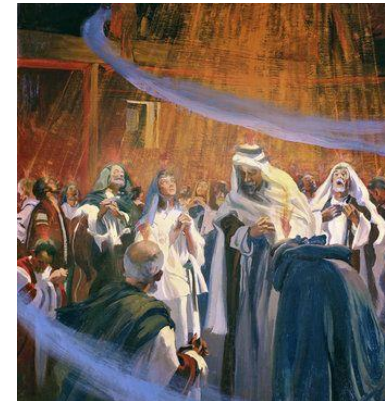
Look at, 'Moret at the Church,' and, 'Loing River.'

Ask the children how these paintings compare to Monet and Renoirs.

Look at art that shows the story as a narrative.

Give children part of the picture and ask them to draw the rest from the Bible story.

Compare their images/ ideas with original artwork and discuss what they have included and what they have left out.



Make connections with learning on God as Trinity.

Who or what do Christians think the Holy Spirit is? Why do Christians think the Holy Spirit is important now?

Watch film to see what Christians think <http://request.org.uk/life/beliefs/christianity-basically-the-holy-spirit/>

In pairs make mind maps on the symbols for the Holy Spirit:

wind/ fire/ dove/ water/ comforter.

Compare similarities and differences. What do they suggest about the Holy Spirit?

For Christian's, why did Pentecost need to happen?

What are melting polar ice caps?
What changes will their melting make to us?
When ice melts at an increasing rate, the rest of the world is affected.

If the polar ice caps melted, how much would the oceans rise?

How would temperatures be affected?

How can we prevent melting ice caps?

The melting of the polar ice caps is caused by the overall increase in global temperature, and this melting can have serious consequences for all organisms on Earth. Polar bears, seals, sea birds and walrus are already being affected.

What are greenhouse gases?



Greenhouse gases such as water vapour, methane and carbon dioxide stop heat escaping from the Earth into space. An increased greenhouse effect can lead to global warming and climate change.



Use graded pencils to recreate section from paintings on different sized paper.

Simplify and enlarge small section from painting.

Mix own paint colours, using gouache, to recreate Sisley image. Paint onto collaged background.

**Spiritual, Moral, Social and Cultural/
British Values**

Monet's paintings reflect the ever-changing impact of light and weather conditions. What inspires you in the natural world? Does it make you want to paint?

Renoir's work is characterised by a richness of feeling and a warmth to the world and to the people in it. How would you like your art to make people feel? How will you achieve this?

What if it hadn't? How did the day of Pentecost affect the Kingdom of God?

Look back at the emotions disciples felt. When have the children felt like this? Who do the children get courage or comfort from about their worries?

What about Christians today? How might the Holy Spirit help them? Consider why some people do not want to have God as King in their life. Atheists prefer to make up their own minds about how to live. Other religions and humanists try to develop virtues.

Christians are told to be the, 'Body of Christ,' on earth.

Jesus is in heaven so Christians have to be his hands.

Explore the types of things Christians do.

Explain Christians believe the coming of the Holy Spirit brought amazing fruit into people's lives.

**Spiritual, Moral, Social and Cultural/
British Values**

If you were king/queen of the world; what would you want people to do?

What sacrifices could we make to help humankind/ planet earth?

Think about the different emotions we face throughout the day.

Think about the people in the world today who do things for others and appear selfless. Why do some people do so much for others? What 'rewards,' do they receive?

What type of person do you want to be?

<p>English</p> <p>Writing based on current affairs</p> <p>Science fiction/ fantasy stories</p> <p><u>Focus – extended writing/ cross curricular links</u></p> <p>Write a speech explaining what global warming is and how polar bears are affected.</p> <p>Paragraph 1 –Does temperature have an effect on how quickly ice melts?</p> <p>Paragraph 2 – Why are ice caps melting? What are greenhouse gases?</p> <p>Paragraph 3– How does global warming affect polar bears habitats?</p> <p>Paragraph 4 – What can we do to help? Why should we help?</p> <p>Make an information leaflet to sell to parents to raise money to adopt a polar bear.</p> <p><u>Opening doors to famous prose,</u></p> <p><u>Bob Cox Unit 7 Moon seeds</u></p> <p><u>The First Men in the Moon by H.G.Wells</u></p> <p>Imagine you are early pioneers of space travel. You have a thirty second opportunity to glimpse the earth. Write a journal entry describing what you can see. What part of the earth can you see? What kind of weather patterns can you see? What kind of wonder is there in such a sight? What does this make you think about?</p> <p><u>Chapter 7, ‘A Lunar Morning.’</u></p> <p>Understand how H.G.Wells creates the wonders of life on the moon. Know more about powerful, descriptive writing. How has the writer tried to convey the wonder of life on the moon?</p>	<p><u>Opening doors to quality writing, Bob Cox</u></p> <p><u>The Old Oak Chest</u></p> <p><u>The Riddle by Walter de la Mare</u></p> <p>Challenge the children to write the first two sentences of a story connected to the picture. Work in groups to collect ideas about objects or toys in an old house. Why might it be mysterious? Pick favourite objects to describe.</p> <p><u>Inform and infer.</u> Create a thinking chart on the grandmother to deepen understanding of extract. Why do the children stand in a little black group? Continue the story from second shared extract.</p> <p><u>The Lion, the Witch and the Wardrobe C.S. Lewis</u></p> <p>Discuss how initially, Narnia is not vastly different to the real world. What makes it a fantasy world?</p> <p>The wardrobe is a portal into another world. Link with ideas from Bob Cox, The Riddle. Write a story setting where a portal to another world is discovered.</p> <p><u>Through the wardrobe.</u></p> <p>Draw a world on the other side of the wardrobe. Decide whether your world is welcoming or threatening. Discuss how differently Lucy and Edmund react to Narnia. Ask children to imagine themselves as the character entering the imaginary world. How will they react? How will this be evident to the writer?</p>	<p><i>Spiritual, Moral, Social and Cultural/ British Values</i></p> <p>~ The plight of the polar bear</p> <p>The melting of polar ice caps is caused by the overall increase in global temperature, and this melting can have serious consequences for all organisms on earth. The Polar bears’ icy natural habitat is melting as warmer temperatures melt Artic sea ice. Climate change is also affecting developing countries: higher temperatures, increased rain, floods and droughts are affecting those least equipped to survive. What can we do to help?</p> <p>~ Define ‘life.’ Discuss living organisms on earth. Think about the possibility of further life forms unknown to us. How should we treat living organisms?</p> <p>~ Discuss life on earth. From space what would be apparent? Where are we, as individuals, in the greater scheme of things?</p> <p>~ What preconceptions do we have of elderly people? Why? Some cultures, Chinese, have a tradition of caring for and respecting elders.</p> <p>~ Think in a philosophical way about what we perceive. How do we know we are all seeing the same? There could be other worlds out there we do not know about</p> <p>~ Discuss how people react differently to different situations.</p> <p>Is there a right or wrong way to react? What strategies can the children think of to help them deal with situations they might face in life?</p>
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