


Hazelbury Learning Quest

The Future is Us



Year 4	How Can We Encourage Sustainability?
	<p>Intent This theme will raise the pupils' awareness of plastic pollution. They will develop an understanding of the problems caused by plastic misuse. The children will be empowered to believe that they can make a difference to their world and know what they can do as young citizens.</p> <p>Implementation Pupils will be introduced to the terms 'single-use' and 'climate change'. In geography, they will learn how different plastics end up in our oceans, the damage they cause, what is being done to address the problem and how they can help save our rivers and seas. Their understanding of recycling will be deepened. Children will look at what companies have or are doing to reduce plastic i.e., no plastic straws, reducing plastic packaging. Pupils will also investigate what is happening in the oceans and the impact the plastic pollution is having for their world. What change will they make?</p> <p>In D&T the children will further develop their understanding of recycling and begin to explore the work of William Amor who turns plastic bags into floral designs. They will develop their own design to create order to create an arrangement of decorative plastic flowers for the school field.</p> <p>In music our focus will be on the music of Abba, with a focus on singing.</p> <p>During science, the children will investigate how sounds travel, and how they can be changed through variations in pitch and volume.</p> <p>Impact Pupils will have a greater awareness of the role they play in changing the world. Their knowledge of the impact of plastic pollution will be secure and they will know what small steps they can make to influence others to make a change to the environment. They will have also an increased understanding of the impact plastic pollution is having on living things in the oceans.</p>



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Hazelbury Value - Respect

This value will be represented through the stories and assemblies through the half term. Teachers will echo the importance of respecting their environment and that our environment is our world.

Citizenship Focus (PSHCE)

Relationships - VIPs

This unit children explore the importance of recognising and connecting with the special people in their lives. Developing children's understanding of their special connections, challenges within close relationships and ways to move forward are all beneficial when laying the foundations for healthy wellbeing in children.

UNCRC Articles

No Discrimination (Article 2)

Every child has rights "without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status"

Pupils will explore how we can achieve personal goals with these qualities.

Engage, Enrich, Experience

Year 4 will be visiting the local wetlands at Firs Farm to learn about the benefit of the wetlands to the environment, wildlife and local community.

Digital Learning

Computing Systems and Networks - The Internet

Children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

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Writing across the curriculum

The children will write about a persuasive speech to the headteacher about ways the school can reduce the use of plastic. They will also produce a multi-media presentation to accompany this. In science, pupils will design questions and answers for a quiz about how sound travels.

Subjects covered: Geography, DT, Music, Science

National and School curriculum

Geography	DT	Music	Science
<p>Locational knowledge</p> <ul style="list-style-type: none"> - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>Design</p> <ul style="list-style-type: none"> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - Generate, develop, model and communicate their ideas through: annotated sketches <p>Make</p> <ul style="list-style-type: none"> - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - Select from and use a wider range of materials and components, according to their functional 	<p>Performance</p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<p>Sound</p> <ul style="list-style-type: none"> -Identify how sounds are made, associating some of them with something vibrating -Recognise that vibrations from sounds travel through a medium to the ear -Find patterns between the pitch of a sound and features of the object that produced it -Find patterns between the volume of a sound and the strength of the vibrations that produced it -Recognise that sounds get fainter as the distance from the sound source increases



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Geographical skills

- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

properties and aesthetic qualities including:

- construction materials

Evaluate

- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.