

# Our Values for Life and Learning

Honesty

Kindness

Respect

Self-Manager

Participator

People Person

Learner

Problem Solver

Team worker

## This term we are *working as geographers*

### REAL English

#### Narrative focus

Story opening; description (comparative description); river poetry

#### Non-narrative focus

To plan and produce written outcomes that answer the essential and sub questions:

What is a river?

How has the role of the river changed over time?

Why should we learn to love The Broads?

#### GPS (grammar, punctuation and spelling)

This is fully integrated into REAL topic planning



### Project overview

To use the River Wensum as the focal point for a whole-school geography project

To work with expert partners to develop a project that delivers outcomes of genuine value and meaning for the children, the community and our partners

To develop links with school children in Durban, South Africa, to explore the 21<sup>st</sup> century 'water challenges' faced for our respective communities

To enable our children to work *as geographers*

### Maths

Number: proportionality (w 1 – 2)

Measurement: money / time (w 3 - 4)

Number: calculations (w 5 - 6)

Statistics (w 7)

Number: place value and algebra (w 8 - 9)

Geometry (w 10 - 11)

Consolidation (wk 12)

### Suggested REAL Maths

Create and modify graphs and charts using data collected during the river survey

### History

#### Chronological understanding

*The Broads – past, present and future:* Romance Day workshop session with Nick Sanderson (19<sup>th</sup> April)



### Essential Question

Why should we learn to love The Broads?

#### Sub-Questions

What is a river?

How has the role of the river changed over time?

### Computing

Programming basic algorithms (Logo, Scratch / Hour of Code)

Using MS Word and Excel to present findings e.g. graphs and charts

Email

### Internet safety

Dangers of going online

### Geography

*The River Wensum – source to mouth:* Romance Day workshop session with Mark Swan (19<sup>th</sup> April)

*Water – big ideas and big numbers:* Romance Day workshop session with Paul Wickens and Peter Hubery (19<sup>th</sup> April)

*The water table and making clouds:* Romance Day workshop session with Richard Park (19<sup>th</sup> April)

*The Aller River Project:* Romance Day workshop session with Elsa Lee (19<sup>th</sup> April)

**Global:** Northern and Southern Hemisphere; the Equator; Longitude and Latitude

**National:** United Kingdom; counties, capital cities and major rivers



### We Love Reading

**Fiction:** *River Story* by Meredith Hooper; *The River Singers* by Tom Moorhouse; river-themed poetry

**Non-Fiction:** Information book pack providing a selection of resources that support the development of geographical understanding; the texts above – although written as fiction / narrative – contain key factual information for Ks2 geography curriculum

**SMSC:** *Dinosaurs and all that Rubbish* by Michael Foreman; *Brother Eagle, Sister Sky – A message from Chief Seattle Poppy's Planet* by Russ Brown

### Outdoor learning

Y4 have Forest School and gardening in the Spring term.

Y4 to continue looking after the vegetables they planted in the Spring term.

<p><b>Regional:</b> Norfolk and Suffolk; Norwich; River Wensum from source to mouth; key geographical features</p> <p><b>Locational knowledge:</b> Africa, South Africa, Durban, Aller River</p>		
<p><b>Music</b></p> <p>Weekly singing assembly – Monday</p> <p>Year 4 have 30 minutes of ukulele teaching with Anna from Sistema on Thursday mornings.</p> <p>Sistema orchestra – Wednesday’s and afterschool on Friday’s</p>	 <p><b>Experts and audiences</b></p> <p>Nick Sanderson from The Broads Authority</p> <p>Richard Park from Anglian Water</p> <p>Elsa Lee from Cambridge University</p>	<p><b>Cooking</b></p> <p>Y4 have cooking in the Autumn term</p>
<p><b>SMSC (Spiritual, Moral, Social, Cultural)</b></p> <p><b>School of Sanctuary - Norwich Welcomes</b></p> <p>A range of activities and an assembly exploring issues of migration and immigration with a Norfolk focus – 16<sup>th</sup> – 18<sup>th</sup> April</p> <p><b>Environment focus</b></p> <p>How do we treat the planet? A range of activities that use the key texts to explore pollution, global warming, recycling and consumption of resources – 16<sup>th</sup> – 20<sup>th</sup> July</p> <p><b>SRE (Sex and Relationship Education)</b></p> <p>Health and Wellbeing – Lesson 3: puberty changes and reproduction</p>	 <p><b>Trips, visits and workshops</b></p> <p><b>Thursday 19<sup>th</sup> April – Romance Day #1</b></p> <p>A carousel of activities, workshops and talks to launch the project:</p> <p><i>The Broads – past, present and future</i></p> <p><i>The River Wensum – from source to mouth</i></p> <p><i>Water – big ideas, big numbers</i></p> <p><i>Making clouds</i></p> <p><i>Art workshop</i></p> <p><i>The Aller River Project in Durban, South Africa</i></p> <p><b>Friday 20<sup>th</sup> April – Romance Day #2</b></p> <p>River walk</p> <p><b>W/B 4<sup>th</sup> June</b></p> <p>Visit to Whitlingham Broad for workshop session and outdoor activities with Nick Sanderson</p>	<p><b>Religious Education</b></p> <p>Places of worship, signs and symbols and creation stories from four of the world’s major religions:</p> <p>Christianity</p> <p>Islam</p> <p>Sikhism</p> <p>Judaism</p> <p>Work includes a visit to a place of worship</p> <p>Please see the year team blogs, social media and newsletters for further details</p> <p>16<sup>th</sup> – 22<sup>nd</sup> July</p>
<p><b>Physical Education</b></p> <p>Year 4 will have 2 hours of high quality REAL PE each week. This takes place on Thursday. Please ensure you child has the appropriate kit and that it stays in school all week in case it is needed at other times</p>	 <p><b>Outcomes</b></p> <p><b>For the children</b></p> <p>Children acquire a richer understanding of our local river as a diverse and important habitat, and its role in promoting biodiversity and healthy waterway</p> <p>Children to take on an active community leadership role by encouraging the local community to (re)engage with natural environment locally</p> <p><b>For the community</b></p> <p>Increases knowledge, understanding and access to the local countryside through the Family Fun Day</p> <p><b>For the partner</b></p> <p>Contributes to 3B, E, F of the Broads Authority’s <i>Water, Marsh and Mills</i> Landscape Partnership Project</p>	<p><b>Modern Languages</b></p> <p>Year 5 have 30 minutes of Rigolo Primary French teaching each week.</p>

### **Art and Design**

**Circus 250:** Small groups of children will be involved in flag and costume design and make workshops through the summer term in preparation for Circus 250 / Lord Mayor's Celebration Weekend parade (7<sup>th</sup> July)

**Water art:** Romance Day art workshop



### **Public exhibition**

Family Fun Day at Whitlingham Broad

### **What's in the news?**

Weekly session where children review and discuss the hot topics in the news.