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### Knowledge Outcomes

Know the capital cities of the four countries that make up the UK.  
Name at least 5 UK counties.  
Know that London, Manchester, Birmingham, Leeds and Glasgow are some of the UK's biggest cities by population.  
Cities are highly populated urban environments that often have a cathedral or university.

#### Challenge:

The reasons that people often migrate to cities include job opportunities, having services close by, better transport links, availability of shops and leisure facilities

### Strength Lies in Difference

WALT become familiar with these key terms and understand their meaning: *Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity and Identity*  
WALT understand why people travelled to and from places.  
WALT understand the impact of people travelling to different places/countries (migration) has had on societies / communities.  
WALT understand that an empire is a group of countries ruled by a single monarch.  
WALT understand that the British Empire consisted of a number of countries.  
WALT understand how the migration of people to Britain in the 50's/60's impacted British Society.  
WALT understand how and why immigrants were discriminated against when they arrived.  
WALT understand the cultural legacy that was created by the 'Wind rush' generation and its influence on our society today e.g. carnival.

### Languages

#### Local Area

WALT understand and respond to simple movement commands.  
WALT write a sequence of simple direction commands.  
WALT ask the question "Where is...?" and give simple directions.  
WALT recognise and understand some nouns of places I might visit in town.  
WALT begin to understand the difference between masculine and feminine nouns.  
WALT explain in a simple sentence what places you might see in a town.

### Personal, Social and Emotional Development

#### PSHE: Health

##### How can we manage our feelings?

WALT know how everyday things can affect feelings.  
WALT understand how feelings change over time and can be experienced at different levels of intensity.  
WALT understand the importance of expressing feelings and how they can be expressed in different ways.  
WALT know how to respond proportionately to and manage feelings in different circumstances.  
WALT identify ways of managing feelings at times of loss, grief and change.  
WALT know how to access advice and support to help manage their own or others' feelings.

#### R.E.: How do Hindus celebrate the festival of Diwali?

WALT learn about the festival of Diwali.  
WALT understand what the festival represents.  
WALT learn about how Hindus celebrate during Diwali.  
WALT compare the practises and customs within Hindu festivals with children's own experiences of different religious festivals.

### AUTUMN TERM 2 Activities City Living Geography focus Year 4

### Physical Development

#### Multi-Skills

WALT understand and demonstrate the difference between sprinting and running for sustained periods.  
WALT know and demonstrate a range of throwing techniques.  
WALT throw with some accuracy and power into a target area.  
WALT perform a range of jumps, showing consistent technique and sometimes using a short run-up.  
WALT demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and throwing actions and challenges.

### English / Mathematics

Please see termly Success and Challenge cards

### Understanding of the World

#### Geography: Towns and Cities

WALT name and locate counties of the UK, key topographical features and land-use patterns, and understand how some have changed over time.  
WALT describe and understand key aspects of human geography – types of land use, distribution of natural resources.  
WALT use the eight points of a compass, map symbols and keys to build knowledge of the UK and the wider world.  
WALT use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs.

#### Science: Electricity

WALT identify common appliances that run on electricity.  
WALT construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  
WALT identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.  
WALT recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  
WALT recognise some common conductors and insulators, and associate metals with being good conductors.

#### Computing: i-Algorithm

WALT understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

### Expressive Art and Design

#### Art: Famous artists

WALT use inspiration from famous artists to replicate a piece of work.  
WALT reflect upon their work inspired by a famous notable artist and the development of their art skills.  
WALT express an opinion on the work of famous, notable artists and refer to techniques and effect.  
Key artists and designers: Vincent van Gogh, Henri Matisse, Paul Cézanne

#### Music: Musicianship

WALT understand the differences between minims, crotchets, paired quavers and rests.  
WALT read and perform pitch notation within a defined range.  
WALT follow and perform simple rhythmic scores to a steady beat.