



## Year 4 Extreme Earth



<b>Term</b>	Summer 2025		
<b>Key text</b>	Kensuke's Kingdom, Escape from Pompeii, Street Beneath my Feet,		
<b>Key Vocabulary</b>	Volcano, eruption, mantle, core, devastation, destroyed, tectonic plates, disaster, climate, tsunami, earthquake, extreme		
<b>Key Thread</b>	Geography: place knowledge, considering the characteristics and significance of specific locations, encompassing both physical and human interaction. Where are extreme locations in the world, what features make them extreme and who does it impact.		
<b>Topic curriculum coverage and content</b>			
<b>Lesson WALT</b>	<b>Subject covered within lesson</b>	<b>Curriculum content covered within lesson</b>	<b>What will this look like when it is achieved?</b>
Key learning: 1 What and where are extreme climates?	Geography	Use and interpret maps, globes, atlases and digital maps to locate countries and key features <ol style="list-style-type: none"> <li>a. Locate countries and continents around the world</li> <li>b. Locate countries that are close to the equator</li> <li>c. Locate countries in different climate zones</li> </ol> Explore and explain weather patterns around parts of the world <ol style="list-style-type: none"> <li>a. Identify the wettest, coldest and hottest places on the planet and use their knowledge to reason why these places may have these extreme climates.</li> </ol>	Children will <ul style="list-style-type: none"> <li>• Define different climate zone</li> <li>• Explain what an extreme climate is</li> </ul>
Key learning:2 Where are the extreme heat weather patterns	Geography	Explore and explain weather patterns around parts of the world <ol style="list-style-type: none"> <li>a. Identify extreme heat weather patterns</li> <li>b. Describe how people have been affected by changes in the environment.</li> </ol>	Children will <ul style="list-style-type: none"> <li>• Give examples of extreme weather patterns</li> <li>• Discuss impact on humans</li> </ul>
Key Learning:3 What do extreme locations look like	Geography	Describe and understand key aspects of physical geography including earthquakes <ol style="list-style-type: none"> <li>a. Tectonic plates (cause)</li> <li>b. Earthquakes (effect)</li> <li>c. Tsunamis (effect)</li> <li>d. Volcanoes (effect)</li> </ol>	Children will <ul style="list-style-type: none"> <li>• Locate tectonic plates</li> <li>• Understand movement of tectonic plates causes earthquakes, tsunamis and volcanos</li> <li>• Discuss how tectonic plates movement causes earthquakes, tsunamis and volcanos</li> </ul>

			<ul style="list-style-type: none"> <li>Compare the features of earthquakes, tsunamis and volcanos</li> </ul>
Key Learning: 4 Who does the Extreme Earth impact?	Geography	Analyse, evidence and draw conclusions	Children will <ul style="list-style-type: none"> <li>Understand how they impact on the populations living near them.</li> </ul>
<b>Lesson WALT</b>	<b>Subject covered</b>	<b>Curriculum content covered within unit</b>	<b>What will this look like when it's achieved?</b>
Lesson 1 WALT: sort and explain solids and liquids.  <i>Concept cartoon Grouping and sorting</i>	<b>Science</b>  <b>States of Matter</b>	<ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> </ul> Ask questions to develop our understanding.	Children will <ul style="list-style-type: none"> <li>Take part in discussions so we can assess what we already know</li> <li>Investigate solids, liquids and gases within balloons to record features of solids, liquids and gases.</li> <li>Sort the names of common solids, liquids and gases – active learning.</li> </ul>
Lesson 2 WALT: explain the differences between solids, liquids and gases.  <i>Grouping and sorting – create our own model</i>		<ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> </ul> Identify differences, similarities or changes related to simple scientific ideas	Children will <ul style="list-style-type: none"> <li>Create models of solids, liquids and gases using particles and bonds</li> <li>Record models as pictures and photos</li> <li>Sort features of solids, liquids and gases</li> <li>Are powders and things like granular sugar solids or liquids? <ul style="list-style-type: none"> <li>Sort features to help clarify tricky materials eg sand</li> </ul> </li> </ul>
Lesson 3 WALT: find evidence of gases around us.  <i>Ask questions and investigate ideas.</i>		<ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>consider results and the conclusions they can draw from them.</li> <li>Explain concepts to others.</li> </ul>	Children will <ul style="list-style-type: none"> <li>Learn the names of some common gases ( oxygen, Nitrogen, carbon dioxide )</li> <li>use simple scientific enquiries and evidence to demonstrate to others the evidence for gases</li> </ul>
Lesson 4 WALT: understand the water cycle.  <i>Secondary resources</i>		<ul style="list-style-type: none"> <li>identify the part played by evaporation and condensation in the water cycle</li> <li>Identify differences, similarities or changes related to simple scientific ideas</li> </ul>	Children will <ul style="list-style-type: none"> <li>Sequence water cycle</li> <li>create a visual representation of the water cycle.</li> <li>Set up a water cycle in a bag to observe first hand</li> </ul>

<p><i>Concept cartoon</i></p>		<p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<ul style="list-style-type: none"> <li>- Begin to understand the words evaporate and condense.</li> </ul>
<p><b>Lesson 5 WALT:</b> explain the water cycle and use a thermometer accurately</p> <p><i>Revisit and explain concepts within the water cycle - expanding vocabulary.</i></p>		<ul style="list-style-type: none"> <li>- identify the part played by evaporation and condensation in the water cycle</li> <li>- Identify differences, similarities or changes related to simple scientific ideas</li> <li>- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Role play changes of states</li> <li>- Create a script for a voice over for an animation of the water cycle. (writing to Explain)</li> <li>- Understand that liquids have a boiling point and solidifying point.</li> <li>- Use a data logger to record temperature over time.</li> <li>- Understand the terms boiling point and solidifying point</li> <li>- Know water boils (evaporates) at 100°C and solidifies (freezes) at 0 °C</li> </ul>
<p><b>WALT:</b> use a thermometer accurately.</p>		<p>Make systematic and careful observations and take accurate measurements</p>	<p>Children will –</p> <ul style="list-style-type: none"> <li>- Know how a thermometer works</li> <li>- Know how to hold a thermometer</li> <li>- Know how to read a thermometer.</li> <li>- Record info from a thermometer over time efficiently.</li> </ul>
<p><b>Lesson 6 WALT:</b> create a fair test to investigate the effect of temperature on evaporation.</p> <p><i>using a thermometer and weighing scales accurately Fair test / change over time Graphing</i></p>		<ul style="list-style-type: none"> <li>- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> <li>- design and carry out a fair test graphing results</li> </ul> <p>Make systematic and careful observations and take accurate measurements</p>	<p>Children will</p> <ul style="list-style-type: none"> <li>- identify example of evaporation around them- drying washing, using hand dryers, puddles drying up.</li> <li>- Carry out a drying washing experiment measuring water loss by mass and linking this to temperature of the air.</li> </ul>
<p><b>Lesson 7 WALT:</b> investigate the melting point of a material.</p>		<ul style="list-style-type: none"> <li>- Carry out an experiment to see changes over time</li> <li>- observe that some materials change state when they are heated or cooled, and measure or research the</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Try to melt chocolate over water baths of different temperatures.</li> <li>- Link chocolate melting to enjoying the taste!</li> </ul>

<p><i>Graphing Changes over time</i></p>		<p>temperature at which this happens in degrees Celsius (°C) Make systematic and careful observations and take accurate measurements using standard units from a thermometer.</p>	
<p>Lesson 8 WALT: describe the life of Lord Kelvin and his importance to our understanding of temperature.</p> <p><i>Secondary sources</i></p>		<ul style="list-style-type: none"> <li>- Investigate important figures within science understanding the importance of their discoveries.</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Find examples of very cold environments and order them.</li> <li>- Link temperature to the movement of molecules.</li> <li>- Relate cold temperatures to uses in modern world (freezers , medicines , storage of materials )</li> </ul>
<p>Lesson 9 WALT: solve puzzles using data relating to states of matter.</p> <p><i>Secondary sources and application of topic knowledge</i></p>		<p>Use all of my combines knowledge from the topic .</p>	<p>Children will</p> <ul style="list-style-type: none"> <li>- See or read about scenarios and try and solve puzzles within them eg getting water when in the desert creating a pattern with chocolate and finding the best materials for volcanologists to use for their equipment.</li> <li>- Share and then edit ideas creating their own puzzles for others .</li> </ul>
<p>Mr York will lead a unit on cricket</p>	<p>PE Cricket</p>	<p>Use running, jumping, throwing and catching in isolation and in combination within the context of cricket . Play small competitive games, modified where appropriate Apply basic principles suitable for batting and fielding</p>	
<p>Lesson 1 Develop throwing and catching skills</p>	<p>PE Rounders</p>	<p>Use running, jumping, throwing and catching in isolation and in combination within the context of rounders. Play small competitive games, modified where appropriate [bucket ball and rounders, Apply basic principles suitable for batting and fielding</p>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Warm up with throw and catching skills – pick up and go retrieving the ball practise with varying travelling motion</li> <li>- Shoulder stretches</li> <li>- Explore over arm throwing and catching</li> <li>- Explore underarm throwing and catching</li> <li>- Beat the ball round the circle</li> <li>- Cool down throwing with key points – over arm for distance <ul style="list-style-type: none"> <li>o Underarm when team mate is close</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Communicate to make sure your team mate is ready.</li> </ul>
<p>Lesson 2 Develop bowling skills and accuracy Respect the umpires decision</p>			<ul style="list-style-type: none"> <li>- Children will</li> <li>- Warm up – budge game throw and catch practise with running</li> <li>- Stretches – dynamic stretches</li> <li>- Practise underarm bowl skills ( below the head above the knee, no bouncing )</li> <li>- Play no ball – team of three bowling practise respecting the umpires decision</li> <li>- Play mini games</li> <li>- Cool down <ul style="list-style-type: none"> <li>○ Key bowling points</li> <li>○ Who was a good umpire ?</li> </ul> </li> </ul>
<p>Lesson 3 Develop batting techniques</p>			<ul style="list-style-type: none"> <li>- Children will</li> <li>- Warm up – underarm bowl – beat the bowler</li> <li>- Stretches – dynamic stretches for batting arms and shoulder</li> <li>- Develop batting technique- stand sideways to the bowler- racket in one hand – hold bat back – swipe through – racket faces the direction you want the ball to go Game out of 5</li> <li>- Mini games</li> <li>- Cool down – recap batting tips</li> </ul>
<p>Lesson 4 Develop fielding techniques</p>			<ul style="list-style-type: none"> <li>- Children will</li> <li>- Warm up – role of fielders catching wam up ( bounces , head height, throw and clap) pick up and go</li> <li>- Develop 2 handed pick up –roll and retrieve then using foot as a barrier</li> <li>- Practise catching out – pairs catching – 12 and out</li> <li>- Mini games</li> <li>- Cool down and recap – how can we get people out – catching and stumping – recap 2 handed pick up</li> </ul>

Lesson 5 Play different roles within a game			Children will <ul style="list-style-type: none"> <li>- Warm up – switch rounders</li> <li>- Stretches variety of dynamic stretches for arms and legs</li> <li>- Should I run ? discuss thinking</li> <li>- Pairs rounders</li> <li>- Recap and cool down – which tactics help score rounders ? which tactics help get batters out?</li> </ul>
Lessons 6 and 7			Children will <ul style="list-style-type: none"> <li>- Revisit a range of physical skills including skipping , egg and spoon , sack race</li> </ul>
Sports day		<b>Children take part in a range of competitive challenges within teams .</b> <b>These include : balance, accuracy and agility as well as specific ball skills .</b>	Children will <ul style="list-style-type: none"> <li>- Take part in a range of sporting activities as part of team</li> <li>- Support others in their team</li> <li>- Choose whether to compete in sprints</li> </ul>
Lesson 1 To explain the main beliefs held by Buddhists	<b>RE Buddhism</b>	<b>Key beliefs- the three jewels.</b> Belief – belief in the Buddha Dharma – the teachings of Buddha Sangha – the Buddhist community <b>Three marks of existence</b> – this is how Buddha described life	Children will <ul style="list-style-type: none"> <li>- Discuss the 3 jewels</li> <li>- Record in a pictorial form</li> </ul>
Lesson 2 To explain the main beliefs held by Buddhists		<b>The four noble truths</b> Dukkha – life is suffering Suffering is caused by trying to control things and cravings Suffering can end if we learn to live a day at a time and control cravings <b>The Noble Eightfold Path is a path you must follow to end suffering.</b>	Children will <ul style="list-style-type: none"> <li>- Discuss the 4 noble truths</li> <li>- Discuss scenarios and how the truths help us to decide what to do .</li> </ul>
Lesson 3 Explain the message in the story Siddhartha and the Swan and how this helps Buddhists live their lives.		Buddhists believe that animals should be treated with the same respect as humans, and not be harmed.	Children will <ul style="list-style-type: none"> <li>- Hear the story of Siddhartha and the Swan</li> <li>- How can we be helpful to animals both pets and wild – charities and actions .</li> </ul>

<p>Lesson 4 Nirvana Day</p>	<p>RE Humanism</p>	<p>Celebrated in February. Buddhists remember the death of Buddha. They believe he reached Nirvana at the age of 80. Nirvana is a state of complete understanding when no more suffering can be experienced. When celebrating, Buddhists visit the temple. People visit the monastery and bring gifts such as clothes/money for the monks</p>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Children hear the story of Buddah’s death</li> <li>- Children will</li> <li>- record the traditions of Nirvana Day- which tradition would you most enjoy ?</li> </ul>
<p>Lesson 5 Retell the humanist story of creation.</p>		<p>Humanists turn to science to find answers. Humanists explain that the universe started with a series of atoms that collided nearly 14 billion years ago!</p> <p style="padding-left: 40px;">The early universe was just a collection of billions of atoms. Gravity pulled these atoms together leading them to expand. This caused the Big Bang.</p>	<p>Children will</p> <ul style="list-style-type: none"> <li>- hear the humanist story of creation</li> <li>- create a sequence of statements to explain the Big Bang</li> </ul>
<p>Lesson 6 Understand that the golden rule is a moral principle for life</p>		<p>Humanists believe in the happiness of humankind and believe that part of their duty is to help and support others. Humanists believe that people should be treated fairly and with kindness.</p> <p>Humanists place emphasis on using <b>empathy</b> when making decisions that involve others so that actions do not negatively affect other people and animals.</p>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Understand the golden rule says treat others as you would like to be treated –</li> <li>- Discuss scenarios and the choices they would make</li> </ul>
<p>Lesson 7 Understand the terms theist, atheist and agnostic</p>		<p>Theist believes there is a god/gods who created the world. Atheist believes there is no god/gods. Agnostic believes we cannot know or prove whether god exists.</p>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Define the three words</li> <li>- Play matching games for words and definitions</li> </ul>
<p>Lesson 8 Enquiry question – who has responsibility to take care of the planet?</p>		<p>Humanists believe it is everyone’s responsibility to take care of the planet.</p>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Discuss this question – start with local responsibilities and broaden out .</li> <li>- Children discuss ideas and share with a friend , share as a class.</li> </ul>

<p>Lesson 9 Understand world Humanist day</p>		<p>Understand the idea behind and traditions of World Humanist day</p>	<p>Children will –</p> <ul style="list-style-type: none"> <li>- Discuss the reasons behind World Humanist day</li> <li>- Discuss traditions of the above</li> <li>- Design a poster to advertise a gathering</li> </ul>
<p>Lesson 1 WALT describe the male and female body parts and explain what they are for.</p>	<p>PSHE Growing Up</p>	<p>Identify external genitalia and internal reproductive organs, and describe how and why bodies change as they grow, including during puberty and suggest strategies to manage these Explain how families are different and identify features of positive family life</p>	<p>Children will</p> <ul style="list-style-type: none"> <li>• name the main male and female body parts needed for reproduction;</li> <li>• describe some of the changes boys go through during puberty;</li> <li>• describe some of the changes girls go through during puberty;</li> <li>• describe some feelings young people might experience as they grow up;</li> <li>• talk about their own family and the relationships within it;</li> <li>• understand that there are many different types of families;</li> <li>• identify similarities and differences in different loving relationships;</li> <li>• explain in simple terms how babies are made and how they are born</li> </ul>
<p>Lesson 2 WALT describe how boys change as they go through puberty.</p>			
<p>Lesson 3 WALT describe how girls change as they go through puberty.</p>			
<p>Lesson 4 WALT describe the feelings that some people experience as they grow up.</p>			
<p>Lesson 5 WALT understand that there are many different types of</p>			

relationships and families.			
Lesson 6 <b>Growing Up</b> WALT describe how babies are made and how they are born.			
Lesson 1 WALT: say and write French numbers confidently up to 12 and in 5s to 30 .	French Where in the World Telling the time	<b>What's the time?</b>  Recap numbers to 12 and a half Say and write a sentence to tell the time (o'clock and half past) Ask and answer questions about a school day and a TV schedule.	Lesson 1 children will <ul style="list-style-type: none"> <li>- Recap numbers to 12 – playing games to order and recognise numbers.</li> <li>- Order numbers. .</li> <li>- Identify missing numbers in the pattern.</li> <li>- Learn the word for half and identify numbers and a half quatre et demi.</li> </ul>
Lesson 2 WALT: say the time in French including hours and half hours.			Lesson 2 children will <ul style="list-style-type: none"> <li>- Learn the words for hours (heure) and half (demie).</li> <li>- Read clocks and say the time in French.</li> <li>- Recognise sentences about time in French.</li> <li>- Match times to clocks in French.</li> <li>- Il est trois heures et demie.</li> </ul>
Lesson 3 WALT: explain in French what time I do activities			Lesson 3 children will <ul style="list-style-type: none"> <li>- Learn the French vocabulary for some activities linked to the school day – maths English French and science.</li> <li>- Create a time table in French using the new vocabulary</li> <li>- Speak and recognise sentences about activities.</li> </ul>
Lesson 1 WALT: speak some sentences describing the weather.	French Hobbies	<b>Holidays and Hobbies</b> Listen and respond to topic vocabulary; Answer questions orally using the topic vocabulary on weather and sports	Lesson 1 children will <ul style="list-style-type: none"> <li>- Recap capital cities of home countries</li> <li>- Begin to recognise the question Quel temps fait-il ?</li> <li>- Recognise and repeat 5 types of weather</li> </ul> Match weather pictures to sentences.

Lesson 2 WALT: describe the weather in a range of cities.		Write an answer in a sentence using the topic vocabulary; Present ideas and information orally to a range of audiences.	Lesson 2 children will <ul style="list-style-type: none"> <li>- Recap capital cities of home countries and weather from previous lesson</li> <li>- Create weather report with their partner</li> </ul> Quel temps est prévu pour aujourd'hui ?
Lesson 3 WALT: present and evaluate ideas to another pair			Lesson 3 children will <ul style="list-style-type: none"> <li>- Recap weather report with partner and present to another pair.</li> </ul>
Lesson 4 WALT: recognise and respond to questions identifying sports.			Lesson 4 children will <ul style="list-style-type: none"> <li>- Recap numbers to 30</li> <li>- Recognise the question Qu'est ce-que c'est ?</li> <li>- Children name different sports in French</li> </ul> Match illustrations to French names of sports
Lesson 5 WALT: express preferences about sports.			Lesson 5 children will <ul style="list-style-type: none"> <li>- Recap numbers to 30 and names of sports from previous lesson .</li> <li>- Understand and respond to the question Quel est ton sport préféré ? Mon sport préféré est...</li> <li>- Collect preferences about sports as a class.</li> <li>- Look at the class tally chart of favourite sports and answer questions based on these using numbers from last half term</li> </ul> Combien de personnes préfèrent le tennis ?
Key Learning 1  Who is the artist Hokusai? What is his famous art piece?	<b>Art</b>		Describe some of the key ideas, techniques and working practises of artists such as Hokusai Use a sketchbook for collecting ideas and developing a plan for a completed piece of art work Use a sketchbook for recording observations, for experimenting with techniques or planning ideas
Key Learning 2 What tools and techniques do we use		Understand and identify key aspects such as complementary colours, colour as tone and warm and cold colours Create different effects by using a variety of tools and techniques	Children will <ul style="list-style-type: none"> <li>• Use a variety of skills to create the Great Wave</li> </ul>

to create artwork inspired by Hokusai?			
Key learning 1 What is an exploded diagram? Where can we find examples?	DT	<ul style="list-style-type: none"> <li>- Use knowledge of existing products to design their own product</li> <li>- Investigate and analyse existing products</li> <li>- Make suitable choices from a wider range of tools</li> </ul>	Children will <ul style="list-style-type: none"> <li>• Describe an exploded diagram</li> <li>• Explain and draw an exploded diagram</li> </ul>
Key Learning 2 Research, design , create and evaluate	DT	<ul style="list-style-type: none"> <li>• Use knowledge of existing products to design his/her own product.</li> </ul>	Children will <ul style="list-style-type: none"> <li>• Follow the design cycle</li> <li>• Create a product</li> <li>• Evaluate</li> </ul>
<p>In music we follow the Leicestershire Music Scheme – 20<sup>th</sup>Century Music            For computing we use the Kapow computing scheme – Networks/ Online Safety            Year 4 have the opportunity to attend a residential trip for 3 days and 2 night s to Caythorpe incorporating a huge range of physical skills and challenges as well as team building.</p>			