

**Year Group: 4    Term: Spring**

**Challenge pack: 80 Beats Around the World**

**Learning Challenge:**

**How can we represent music from around the world?**



**Class texts**

Main texts for planning:

The Boy Who Biked the World - part one, two and three

Bike Boy—Ebook

Aladdin

Additional material:

Visual Literacy—Coco

**Cognitive skills / Meta-learning**— *specific teaching examples to use in learning*

CAF (RA)

C & S

PMI

OPV

Collaboration

White— Factual, Blue— thinking, Green— Creative

**Hooks or memorable experiences**

Brazilian Drumming Workshop

**Public Product**

Represent music from around the world using digital art

**Killer Questions**

What geographical similarities and differences are there between two regions ?

How can different cultures around the world be represented through art?

What is the significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle?

What is the purpose of a compass and how would it be used?

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SUBJECT FOCUS	FACTS (Declarative knowledge)			SKILLS (Procedural knowledge)	PRIOR LEARNING (Schemata)	SPECIFIC VOCABULARY
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Locate the Northern Hemisphere on a map and globe.</li> <li>• Locate the Equator on a map and globe.</li> <li>• Locate the Southern Hemisphere on a map and globe.</li> <li>• Find the North and South Poles on a globe or map.</li> <li>• Identify lines of latitude on a map.</li> <li>• Identify lines of longitude on a map.</li> <li>• Identify the Arctic Circle on a globe or map.</li> <li>• Identify the Antarctic Circle on a globe or map.</li> <li>• Identify the location of the Tropics of Cancer and Capricorn.</li> <li>• Identify differences between the UK and the tropics.</li> <li>• Identify the location of the Prime Meridian.</li> <li>• Find the local time in another city using time differences.</li> </ul>			<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (Inc. Russia) and North and South America, concentrating on their countries and major cities and environmental regions.</li> <li>• Explain the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> <li>• Understand geographical similarities and differences between two regions (e.g. a region of the UK, a region in a European country and a region within North or South America)</li> <li>• Understand geographical similarities and differences between two regions (e.g. a region of the UK, a region in a European country and a region within North or South America)</li> <li>• Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• Use maps, atlases, globes to locate countries and describe features studied</li> <li>• Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps,</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (Inc. Russia) and North and South America, concentrating on their countries and major cities and environmental regions.</li> <li>• Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</li> <li>• Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p>Urban region Europe Country County Economy Trade Energy Observe measure /record Environmental Region Compass points: NW NE SE SW Ordnance Survey map/ Scale 4 figure grid reference Contours Symbols Minerals Rocks globally significant Land use Mountains river features equator hemisphere food chain Differences/similarities Compare/ contrast City/country/continent Atlas/map/globe United Kingdom Great Britain Condensation Evaporation Change/ effect Interaction between physical and human processes Formation interconnected and change over time.</p>

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Art		<ul style="list-style-type: none"> <li>Know the artists Frida Kahlo, and Winslow Homer</li> <li>Winslow Homer was an American landscape painter and illustrator, best known for his marine subjects</li> <li>Magdalena Carmen Frida Kahlo y Calderón was a Mexican painter known for her many portraits, self-portraits, and works inspired by the nature and artifacts of Mexico.</li> <li>Secondary colours: These are colour combinations created by the equal mixture of two primary colours. On the colour wheel, secondary colours are located between primary colours. According to the traditional colour wheel, red and yellow make orange, red and blue make purple, and blue and yellow make green.</li> </ul>		<ul style="list-style-type: none"> <li>Make thoughtful observations, compare ideas methods and approaches in their own and selected artists work</li> <li>Know about and draw inspiration from a range of artists or cultures to influence their own work.</li> <li>Know about and use a range of tools and media to create drawings utilising line and shade with increasing control</li> <li>Draw with increasing accuracy, including some knowledge of perspective and proportion</li> <li>Know which secondary colours mix to make tertiary colours and use this successfully.</li> <li>Use their knowledge of different types of paint to choose the most suitable.</li> <li>Explore more complex patterns and shape using a variety of materials</li> <li>Adapt work in response to personal and group critique, describing how they will develop it in future.</li> <li>plans and graphs, and digital technologies.</li> </ul>		<ul style="list-style-type: none"> <li>Make thoughtful observations, compare ideas methods and approaches in their own and selected artists work</li> <li>Know about and draw inspiration from a range of artists or cultures to influence their own work.</li> <li>Know about and use a range of tools and media to create drawings utilising line and shade with increasing control</li> <li>Know which secondary colours mix to make tertiary colours and use this successfully.</li> <li>Adapt work in response to personal and group critique, describing how they will develop it in future.</li> </ul>		<p>Name of appropriate artist, recognise, techniques, like, dislike, prefer, replicate, copy, notable, artist, artisan, designer, look, identify, discuss, feel, work of artist, inspiration, stimulus, stimuli, mediums, techniques, opinion, influenced, share, review, reflect, evaluate.</p>	
SMSC		<ul style="list-style-type: none"> <li>Handle money in everyday situations</li> <li>Make financial decisions</li> <li>Make money choices</li> <li>How to spend money</li> </ul>		<ul style="list-style-type: none"> <li>identify how to look after and handle money in everyday situations.</li> <li>make simple financial decisions and consider how to spend money, including pocket money and contributions to charity.</li> <li>identify that there are different ways to gain money including earning it through work.</li> <li>make choices about how money should be spent.</li> <li>identify that families and individuals may have many commitments and may manage their money in a range of ways.</li> <li>understand and describe how their bodies and emotions change as they grow older.</li> <li>resolve differences, looking at alternatives, making decisions and explaining choices.</li> <li>explain how to ask for help, recognise peer pressure and understand the difference between positive and negative influences e.g. teasing, bullying and unkindness.</li> <li>empathise with other people and situations through topical issues, problems and events.</li> <li>identify positive things about my own and other people's achievements.</li> </ul>		<ul style="list-style-type: none"> <li>identify when someone has a different opinion to me</li> <li>identify when working together is important</li> <li>discuss what I might do to make up with a friend</li> <li>describe what it means to forgive a friend or have empathy in a situation</li> <li>describe the importance of telling the truth</li> </ul>		<p>Friendship/ friends love Shy Advice Smile Talk Persistence Similarities/ differences Loneliness Feelings Ignore Effort Share Professional Kindness Consideration Listen Argument Conflict Emotions Calm Resolve Compromise Empathy Apologies Empathy Choices Negative Positive Exclude Unacceptable Rude Bully Body language</p>	

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PSHE	<ul style="list-style-type: none"> <li>The importance of staying healthy</li> <li>How to stay safe online</li> <li>Identify bullying and know what to do in different scenarios</li> <li>Work with others as a team and know the importance of team work</li> <li>Being truthful and why it is important</li> <li>Identify personal strengths</li> </ul>		<ul style="list-style-type: none"> <li>identify the importance of looking after my body through healthy lifestyles</li> <li>understand that there is a consequence to my online actions</li> <li>understand what bullying looks like in real life and online</li> <li>identify the characteristics of what makes a good friend</li> <li>recognise the importance of working together and what this looks like when done well</li> <li>describe the importance of kindness and helping a friend</li> <li>describe the importance of forgiveness and moving forward in friendships</li> <li>realise that telling the truth is important in building friendships</li> <li>identify what makes me unique</li> <li>describe the importance of expressing emotions</li> <li>explain how good values and behaviours can make someone a positive person or hero</li> <li>discuss the idea of 'personal strengths' and what this means</li> <li>consider the different pathways that people might take in life</li> <li>take responsibility for my own behaviour and safety and realise that my actions have consequences.</li> <li>identify what kind of physical contact is acceptable or unacceptable.</li> <li>identify a range of risks in different situations and decide how to behave responsibly.</li> <li>recognise the need for safety rules at home and school, in the playground and local environment.</li> <li>understand the importance of taking care of my own body.</li> <li>make informed choices about healthy eating and exercising.</li> <li>recognise some factors that affect emotional health and wellbeing e.g. relationships with family and friends, physical activity, diet, self-image and media.</li> <li>identify why different rules are needed in different situations.</li> <li>explain how my actions have consequences for myself and others.</li> <li>talk and write about my opinions.</li> <li>listen to and show respect for the views of others.</li> <li>respond to or challenge negative behaviours such as stereotyping and aggression.</li> <li>describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself.</li> <li>make informed choices about my environment and the wider world.</li> <li>identify that circumstances in other countries and cultures may be different from our own.</li> <li>debate and take part in discussion with others about topical issues.</li> </ul>		<ul style="list-style-type: none"> <li>Know how to keep my body private and covered</li> <li>identify who to speak to if I feel unsafe with my body</li> <li>know what to do if I feel unsafe when using the internet</li> <li>identify when someone has a different opinion to me</li> <li>identify when working together is important</li> <li>discuss what I might do to make up with a friend</li> <li>describe what it means to forgive a friend or have empathy in a situation</li> <li>describe the importance of telling the truth</li> <li>describe what I am like as a person that is different from someone else</li> <li>list my emotions and how I show / express them</li> <li>describe what values/ behaviours a person can show</li> <li>describe what a role model is</li> <li>discuss 'trying my best' and when this is good enough</li> </ul>	Friendship/ friends love Shy Advice Smile Talk Persistence Similarities/ differences Loneliness Feelings Ignore Effort Share Professional Kindness Consideration Listen Argument Conflict Emotions Calm Resolve Compromise Empathy Apologies Empathy Choices Negative Exclude Unacceptable Rude Bully Body language

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<b>Computing</b>	<ul style="list-style-type: none"> <li>Computers offer opportunities for communication</li> <li>Photos can be edited</li> <li>Data can be collected using various apps</li> <li>Algorithms are a set of instructions</li> <li>Report concerns to an adult</li> <li>SMART rules</li> </ul>		<ul style="list-style-type: none"> <li>Understand the opportunities computer networks offer for communication</li> <li>Take photos and edit using effects</li> <li>To record and edit sounds/music</li> <li>Select a variety of software to accomplish given goals</li> <li>Collect data</li> <li>Design and create content</li> <li>Present data</li> <li>Evaluate information</li> <li>Write programs that accomplish specific goals</li> <li>Within a sequence, use repetition in programs</li> <li>Understand the notion of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work</li> <li>Introduced to the notion of variables</li> <li>Use logical reasoning to detect and debug simple algorithms</li> <li>Use technology responsibly</li> <li>Use search technologies effectively</li> <li>Identify a range of ways to report concerns about online content</li> </ul>		<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>To take photos</li> <li>record a video</li> <li>Use technology purposefully to create digital content</li> <li>Use technology purposefully to organize and store content</li> <li>Use technology purposefully to manipulate content</li> <li>Use technology purposefully to retrieve content</li> <li>Understand what algorithms are</li> <li>Understand how algorithms run as programs on digital devices</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Use technology safely and respectfully</li> <li>Keep personal information private</li> <li>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Algorithm</li> <li>Attribute</li> <li>Browser</li> <li>Computer network</li> <li>Data</li> <li>Debugging</li> <li>Decompose</li> <li>Digital device</li> <li>Domain name</li> <li>Execute (run)</li> <li>Information</li> <li>Network</li> <li>Program</li> <li>Run (execute)</li> <li>WWW (World Wide Web)</li> </ul>