

Dartford Football Club

Year 4 Term 6

The final showdown!

Visit to DFC



The BIG Questions...



Where is Princes Park located and why?
 What is the history of Princes Park?
 What makes Princes Park an environmentally friendly stadium?

Opportunities for visits, visitors and outdoor learning...

- Visit Princes Park Stadium.
- Interviews with members of DFC

Key Skills and Knowledge

Possible activities

Geography

As geographers we will ...

- Locate the world's countries, using maps to focus on Europe.
- Name and locate counties and cities of the United Kingdom, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time.
- Describe and understand key aspects of human geography, including: types of settlement and land use, and economic activity including trade links, focussing on the local area.

- Locate European and UK Football stadiums on a range of maps.
- Discuss why the stadiums are located in these areas.
- Visit DFC to see how the stadium has changed and developed to enhance the local area.

Science

As scientists we will...

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sound 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.

- Listen to the sounds around us and decide if they are near or far
- Investigate how sounds change as it gets further away.
- Investigate how sounds are made.
- Investigate pitch.
- Investigate ways to absorb sounds (string telephone/sound proofing)
- Make a musical instrument to play different sounds

PSHE

As Wentworth citizens we will...

- learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.
- learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.

- Circle time discussions

	<ul style="list-style-type: none"> develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT). 	
R.E.	<p>As religious scholars we will...</p> <p><u>(Why do some people think that life is a journey? What significant experiences mark this?)</u></p> <ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey Describe what happens in Christian, Jewish and/or Hindu ceremonies of commitment and say what these rituals mean Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people Link up some questions and answers about how believers show commitment, belonging and belief 	<ul style="list-style-type: none"> Explore and use the religious metaphor of life as a journey Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. Explore the symbols and rituals used and the promises made. What meaning do these ceremonies have to the individual, their family and their communities? Rank, sort and order some different commitments held by believers in different religions Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death Think about the signposts that might mark the journey of life Create a map of life for a Hindu, Jew or Christian Reflect on their own ideas about community, belonging and belief
D.T	<p>As designers we will...</p> <ul style="list-style-type: none"> Generate ideas, considering the purposes for which they are designing Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail Evaluate products and identify criteria that can be used for their own designs Select appropriate tools and techniques for making their product Evaluate their work both during and at the end of the assignment 	<ul style="list-style-type: none"> Design and make a healthy picnic.
British Values	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> Vote for house captains. Follow instructions. Play fairly. Follow the rules for safety. Respect others. Learn about other faiths and religions. 	<ul style="list-style-type: none"> To vote for House Captains
P.E.	<p>As sports stars we will...</p> <ul style="list-style-type: none"> Follow a map in a (more demanding) familiar context. Follow a route within a time limit. Mark control points in the correct position on map or plan. 	<ul style="list-style-type: none"> To take part in a range of OAA activities.

	<ul style="list-style-type: none"> • Find the way back to a base point. • Choose effective strategies and change ideas if not working. • Watch and describe different styles of running for different distances. • Recognise and record how the body works in different types of challenges over different distances. • Set realistic targets of times to achieve over a short and longer distance (with guidance). • Choose different styles of jumping. • Watch and describe specific aspects of jumping e.g. what arms and legs are doing. • Set realistic targets when jumping for distance for height (with guidance). • Consistently hit target with a range of implements. • Watch and describe specific aspects of throwing (e.g. what arms and legs are doing). • Set realistic targets when throwing over an increasing distance and understand that some implements with travel further than others (with guidance). • 	<ul style="list-style-type: none"> • To improve. develop athletics skills. • To take part in athletics competitions within the school.
Music	<p>As musicians we will...</p> <ul style="list-style-type: none"> • Sing Songs • Join in confidently with whole class and assembly singing. • Sing in a round with others or alone and maintain their own part. • Sing with expression and accurate pitch. • Play Instruments (Violins) • Copy increasingly complex 4-beat rhythms accurately. • Attempt to copy 8-beat rhythms accurately. • Understand that performances start and end in silence and show a level of maturity when performing. • Follow Notation • Follow simple rhythmic notation. 	<ul style="list-style-type: none"> • Violin lessons with Red Rooster.
P.F.L	<p>As multilingual speakers we will ...</p> <ul style="list-style-type: none"> • Listen for specific words and phrases • Ask and answer questions on several topics • Read and understand a range of familiar written phrases • Follow a short familiar text, listening and reading at the same time • Read some familiar words and phrases aloud and pronounce them accurately • Write simple words and phrases using a model and some words from memory 	<ul style="list-style-type: none"> • Various activities using Linguascope and other suitable resources - practical tasks