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| <b>Year 4</b>  | <b>SEQUENCE OF LEARNING</b>   |   |  |   |  |  |  |  |  |                           |  |
| <b>Summer Term 1</b>   | <p><b>Enquiry Question: Stranded! How do we survive?</b><br/> <i>Does our question give the children a real sense of what they will be exploring and finding out about? It should engage them in thinking about the ways in which they might answer it or go about finding answers.<br/> Consider the best order for your enquiries and it fits the time of the year. Think about the location and cultural context of our school. Does it coincide with particular events or festivals and is relevant to our community?</i></p> |   |  |   |  |  |  |  |  |                           |  |
|  | <p><b>Harmony Principle: Health</b><br/> <i>Does this principle existing in nature integrate into our learning and help develop an understanding of how the world works?</i></p>  |   |  |   |  |  |  |  |  |                           |  |
|  | <p><b>Great Work: Stranded stories</b><br/> <i>A purposeful outcome of the learning and a celebration of what has been learnt. Generate a sense of excitement, achievement, pride.<br/> The outcome can be shared so we need to adjust our thinking in the current situation.</i></p>   |   |  |   |  |  |  |  |  |                           |  |
|  | <p><b>Partners in Learning: Leeson House staff</b><br/> <i>Who can enrich and add value to an enquiry?</i></p>  |   |  |   |  |  |  |  |  |                           |  |
|  | <p><b>Sustainability theme: Food</b><br/> <i>What can we learn from this principle of harmony that helps us to live more sustainably? This is ultimately the learning goal of a harmony curriculum.</i></p>   |   |  |   |  |  |  |  |  |                           |  |
| <p style="text-align: center;"><b>Weekly Questions</b><br/> <i>A series of questions that take the children on a journey towards a meaningful outcome.</i></p> |   |   |  |   |  |  |  |  |  |                           |  |
| <b>Week 1</b>  |   | <b>Week 2</b>   |  | <b>Week 3</b>   |  | <b>Week 4</b>  |  | <b>Week 5</b>  |  | <b>Week 6</b>             |  |
| <b>Food or shelter? Which one is more important?</b>   |   | <b>Where do we find the food we really need?</b>                |  | <b>How can we shelter ourselves from the elements?</b>          |  | <b>How can we help others around the world who are stranded?</b> |  | <b>Alone? What's tricky without our parents?</b>               |  | <b>What's my passion?</b> |  |
| <b>Geometry</b> - The Human Body   |   | How do I proportion my face accurately? (self-portrait drawing) |  | How do I proportion my body accurately? (still life whole body) |  | How are we all unique? (with a focus on our fingerprints?)       |  | How can we represent our fingerprints through different media? |  |                           |  |

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|  |   |  | sketching)   |   |  |  |
| <b>Outdoor Learning -</b><br>Shelters and structures | Are structures important for growing or producing food?   | What shape is the most effective for my shelter?                                   | What materials can we find in nature to create a shelter?  | What structures do others use to protect themselves from the elements and how effective are they? | What do we need in our shelter to make it a home?              | Can I design and make a structure that assists me in my passion? |
| <b>Sustainability theme -</b> Food                   | Who is really hungry?   | Food miles - how many is too many?   | Is it possible to feed everyone in the world?  | Does what we eat have an impact on our environment?   | What stops me trying something different to eat?               | Why are humans so passionate about food?                         |
| <b>Science -</b><br>Animals including humans         | What's inside our bodies?   | How does the human digestive system work?  |  | Can you survive without teeth?  | Food chains - how do they work?                                |  |
| <b>Geography</b>                                     | Where does our food come from?  |  | What different shelters do people around the world live in? For example, houses, refugee camps, farms, cities, flats, skyscrapers... |   | Why is access to food different around the world?              | How could we improve access to food, both locally and globally?  |
| <b>Art</b>   | How do I proportion my face accurately? (self-portrait drawing)   |  | How do I proportion my body accurately? (still life whole body sketching)  | How are we all unique? (with a focus on our fingerprints?)  | How can we represent our fingerprints through different media? |  |
| <b>PE - Gym</b>                                      | Healthy Week / Sports Day Preparation / Daily Mile / Gym Skills   |  |  |   |  |  |
| <b>RSHE - Healthy Me</b>                             | What makes a good friend?   | I can understand the different roles I can play within different friendship groups | Smoking; how does it affect your health?   | Alcohol; how does it affect your health?  | Peer pressure; do I? Or don't I?                               | What do I believe is right and wrong?                            |
| <b>RE</b>  | Islam - why is prayer important to Muslims?   |  |  |   |  |  |
| <b>English</b>                                       | The Wild Robot - How do we feel? Can robots have emotions? How can we protect the things we care about and that are important for our survival? How would we survive in the wilderness? |  |  |   |  |  |