# Year 4 Spring Term Expedition Narrative



# Misty Mountain, Winding River

In January 2022, the Year 4 children began their Spring Term Expedition, focusing on the guided question:

# "Where does the water in our rivers come from?"

# **Our Learning:**

Through our learning of science (Case Study 1), we focused on learning about the states of matter. We developed and deepened our understanding of the behaviour of solid, liquid and gas particles through drama and learnt how each state can transform into another through different processes such as melting, freezing, condensation and evaporation. We became true scientific thinkers when forming predictions, asking questions, taking and recording accurate measurements and reporting our findings with conclusions, before evaluating our learning and suggesting improvements.

Through geography (Case Study 2), we began by consolidating prior learning and developing our map skills by naming and locating seas, oceans and the continents, before progressing on to significant mountains and mountain ranges around the world and in the UK. We learnt how different mountain types form and identified the topography of areas in the UK using contour lines on maps. Then we used our atlas skills to focus on significant rivers around the world and within the UK. In particular, we followed the journey of the Thames to develop our understanding of the physical geographical features of rivers and the surrounding landscapes. We also developed our use of the eight points of a compass as well as four-figure references to locate, plot and describe the location of places and features on a map.

Through art, (Case Study 3), we used our sketchbooks to collect and record visual information and expressed our likes and dislikes by annotating our work. We learnt how to show that objects have a third dimension and experimented with different shading techniques. Following on from this, we started to experiment with watercolour paints, looking at tone and developing an understanding of complimentary colours. Within our art lessons, we researched great landscape artists including Turner, Blake, Constable and Van Gogh before focusing on Jen Aranyi's mountain landscape artwork.

# **Engage**

The children were engaged at the start of the expedition through a 'Science Day' which immersed them in the learning as they explored states of matter and acted as scientists to begin their investigative process.

# **Our Learning Targets**

# Case Study 1 – Science

- Compare and group materials together, according to whether they are solids, liquids or gases
- 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)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
- Ask relevant questions and use different types of scientific enquiries to answer them
- Set up simple practical enquiries, comparative and fair tests

- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using thermometers
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Gather, record, classify and present data in a variety of ways to help in answering questions
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Use straightforward scientific evidence to answer questions or to support their findings
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

#### Case Study 2 - Geography

- Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK
- Identify the topography of an area of the UK using contour lines on a map
- Name, locate and explain the importance of significant mountains or rivers
- Describe and compare aspects of physical features
- Identify, describe and explain the formation of different mountain types
- Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping
- Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map
- Use four figure grid references and keys to describe the location of objects and places on a map
- Use specific geographical vocabulary and diagrams to explain the water cycle

#### Case Study 3 – Art

- Use different grades of pencils and other drawing implements to achieve variation in tone
- Apply tone to a drawing in a simple way
- Experiment with different shading techniques of hatching and cross hatching
- Work with increasing detail, using appropriate brushes
- Work with a range of paints: poster, acrylic and watercolour and investigate effect
- Discuss and review own and others' work, expressing thoughts and feelings and explaining their views
- Begin to explore a range of great artists, architects and designers in history
- Reflect and explain the successes and challenges in a piece of art they have created
- Identify changes they might make or how their work could be developed further

#### <u>Assessment</u>

We used formative assessments throughout our expedition in order to assess each learning target and give children timely feedback on their work. Children received this feedback in a variety of ways such as oral feedback during lessons, written comments on their work as well as plenty of opportunity for discussion as a class, in groups and on a one-to-one basis.

Children had many opportunities to evaluate their own and each other's work, by identifying areas of strength as well as providing suggestions to develop their work further. For example, when completing their shading technique and experimental work with watercolour paints looking at tone and developing an understanding of complimentary colours, children had the opportunity to review and comment on each other's before completing their final masterpiece of a mountain landscape.

Children's acquisition of knowledge was regularly assessed through their oral explanations, including regular check-ins at the start of lessons for prior learning. For example, in science children used their investigative skills to plan an experiment to explore the different temperatures at which a variety of liquids would freeze.

The children were then required to summarise their experiment and feedback to the rest of the class, demonstrating their oracy skills.

# **Final Product**

We brought all our learning together to create an expedition video which displayed the children's outcomes, including scientific investigations, Jen Aranyi-inspired watercolour mountain landscape paintings and geographical presentations of key knowledge and skills that had been developed. The children provided explanations and commentary on each of these.

# <u>Key Texts</u>











# Staff Model Product

A Jen Aranyi inspired watercolour painting.



# **Family Learning**

Families were invited to watch the culmination video and visit the online gallery displaying the artwork.

#### Other subjects taught this term:

#### **Writing**

We began with a setting description about a coastal scene, linking to our curriculum, so the children could draw upon their knowledge from the wider curriculum. We then wrote part of a narrative based on a version of the story of Aladdin.

#### **Reading**

We started with increasing our familiarity with a classic fable, before retelling and sequencing the main events. We developed our knowledge of word meanings by using dictionaries and learning about etymology. Then we navigated a text with greater confidence by scanning for key words to retrieve and record information. Moving on, we focused on summarising, inference, prediction and the use of particular language for effect.

#### **Mathematics**

Our main focus this term was multiplication and division; we developed our knowledge of our times tables as well as developing written methods for both operations. Following on from this, we learnt about area and how we can calculate the area of shapes by counting squares.

#### **Science**

We began the term with a 'Science Day' to ignite our passion for learning about the states of matter. We learnt about solids, liquids and gases and their properties. Within our practical science lessons, we also developed our investigative skills by predicting, planning, presenting results and forming conclusions.

#### <u>PSHE</u>

We learnt that there are age restrictions for certain activities and they are there to protect us. We then discussed the benefits and risks of sharing material online and how these could make us feel. In order to keep ourselves safe, we then compared having settings set to public and private and generated examples of information for each setting. Finally, we concluded our unit on how to use a search engine, knowing not all information on the internet is reliable nor accurate.



We started by learning the names of body parts and then moved onto learning about adjectives, descriptive and comparative language and simple quantifiers. Finishing off the term, we recited nursery rhymes and found out about Easter in Venezuela.











<u>RE</u>

We started our topic on Hinduism by finding out about their scared writings and what they teach about the self, God and the world. Following on from this, we learnt how Hindus express their beliefs through the way that they live their life and what is expected of Hindus who have committed themselves to their religion. We then looked at how Hindus respond to global issues, linking this to what we have already learnt about how Christians respond to the same issues. Following on, we learnt how Hindus worship at home and what shrines are like and then we concluded our learning by finding out about Hindu pilgrimages.

# **Computing**

We recapped our programming skills by using Scratch Junior. We created codes which were followed to achieve our end programme, which included jokes and games. We also gathered data as a tally in our unplugged lessons and represented this as a graph.





# <u>Music</u>

Our learning was focused around exploring and developing playing skills through the glockenspiels. We found out about rhythm and pitch and applied this knowledge when playing up to five notes on the glockenspiels. We then performed to the rest of the class.