

Unit planner: Why is Neon Leon alone?

Weeks: 2

<p>Key Concepts: Respect, diversity, individuality, tolerance, citizenship, equality, monarchy, democracy</p>	<p>Intent: To understand what makes individuals different and diverse and the importance of respecting each other.</p>		
<p>National Curriculum Statements (Target Tracker)</p>	<p>Starter: Welcome back to school and to year 4- reflect on last year's achievements and goals for this year.</p>		<p>Key Vocabulary:</p>
<p>Pupils will be taught to – <u>Computing</u> With support select and use a variety of software on a range of digital devices. With support select, use and combine a variety of software on a range of digital devices to accomplish given goals Use technology responsibly and understand that communication online may be seen by others. Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. Select, use and combine a variety of software, systems and content that accomplish given goals. <u>Art</u> Draws familiar objects with correct proportions Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Use a variety of techniques e.g. marbling, silkscreen and cold water paste. Print on fabrics using tie-dyes or batik. Use taught technical skills to adapt and improve his/her work. <u>DT</u> Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. <u>Music</u> Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate. Play and perform in solo or ensemble contexts with increasing confidence. Develop an understanding of formal, written notation which includes minims and quavers <u>PHSE</u> Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves Know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others Know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request Recognise and respond appropriately to a wider range of feelings in others Recognise different types of relationship, including those between acquaintances, friends, relatives and families. Know that their actions affect themselves and others Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings</p>	<p>Subject: Art Can I draw a self portrait using rules of proportion? Can I create a tie-dye t-shirt that uses colours that represent me?</p>	<p>Techniques Accuracy Proportion</p>	
<p>Subject: PHSE Can I understand and respect a range of family structures? Can I understand that families are different and live in different ways? Can I recognise and respond appropriately to wider range of feelings in others?</p>	<p>Jealous Anxious Confidence Marriage Confidential Bullying Solution Problem Dispute Emotions</p>		
<p>Subject: Computing Can I understand how to use the internet safely and respectfully? Can I understand that some people lie about who they are online and can suggest why this is? Can I recognise what kind of websites are trustworthy sources of information? Can I recognise the benefits and risks of different apps and websites? Can I understand the benefits of a good password? Can I understand that the media can portray groups of people differently? Can I understand that online communication can be seen by others? Can I understand where to go for help and support when I have concerns about online content? Can I use an iPad to create a 'Wordle'?</p>	<p>Safety online Firewalls Password Confidentiality Personal information Internet Respectful Responsibility</p>		
<p>Subject: SMSC/PHSE Can I find out what faiths make up my class? Can I understand the different British values? Can I understand how British values affect my life and me? Can I understand the important of respect within my classroom, school and community?</p>	<p>Religion Culture Citizen Respect Tolerance Values Community Law Anti-social behaviour</p>		
<p>Subject: Design Can I design and make an instrument?</p>	<p>Construct Design Evaluate</p>		
<p>Subject: Music Can I compose a simple musical rhythm? Can I understand and use graphic notations?</p>	<p>Tempo Dynamics</p>		
<p>Text types:</p> <ul style="list-style-type: none"> Persuasive Letter- write a letter to persuade. 	<p>Literature: Leon Neon</p>	<p>Math Links: Data handling- collect and present data on different faiths in the class.</p>	<p>Published Outcomes:</p> <ul style="list-style-type: none"> Formal letter (Created with envelope for polished pieces)

<p>and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>Work collaboratively towards shared goals</p> <p>Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>Know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>Know what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>Consider the lives of people living in other places, and people with different values and customs</p>	<ul style="list-style-type: none"> • Non-chronological Report- how to care for an animal. 			<ul style="list-style-type: none"> • Non-Chronological report (create a poster with illustrations) • E-Safety posters / Wordles
<p>Enrichment: Zoo Lab- Animal Experience</p>				