

# Dartford Football Club

Year 4 Term 6

## The BIG Questions...



### The final showdown!

Visit to DFC



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

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