

<p><b>Year Group: 4</b>  <b>Name of project:</b> Is Southampton the gateway to the world?  <b>Term:</b> Spring 2  This term our learning is going to be geography led.</p>	<p><b>Summary of current hook:</b>  The children will be introduced to the new topic during the first week through exploring photos of different locations and linking them together.</p>	<p><b>Summary of current celebration:</b>  Answering of key question – Is Southampton the gateway to the world?  DT – Bagel making.</p>
<p><b>Learning Journey – Is Southampton the gateway to the world?</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• What are the geographical features of Southampton?</li> <li>• How has the geography of Southampton changed throughout history?</li> <li>• Where in the world is Southampton?</li> <li>• How are cities the same/ different around the world?</li> <li>• What are the geographical features of New York City?</li> <li>• How has the geography of New York City changed throughout history?</li> <li>• How does Southampton compare with New York City?</li> <li>• Which city is contributing to climate change the most?</li> <li>• Is Southampton or New York the gateway to the world?</li> </ul>		<p>RSE  The RSE unit this half term is called “Rights and Responsibilites “ in which we will cover the concepts of how to keep ourselves and others safe, understanding what our rights and resposibilities are and money sense.</p> <p>E-Safety  The message of teaching children how to stay safe online will continue to be promoted through ICT lessons.</p> <p>Outdoor Learning – We will undertake outdoor learning linked to our topic for this half term as well as our longuitinal study.</p>
<p><b>What are the current curriculum links to maths and English?</b></p> <ul style="list-style-type: none"> <li>• Reading and sorting information.</li> <li>• Writing to answer a key question.</li> <li>• Measurements (DT project linked to geography unit).</li> </ul>		<p><b>Key dates/ Information:</b></p> <ul style="list-style-type: none"> <li>- PE days will be Thursdays and Fridays.</li> <li>- Weekly library sessions will be on a Wednesday.</li> </ul>
<p><b><u>Independence</u></b></p> <p>The children will be provided with the relevant tools and learning environments to ensure they are ready for learning.</p> <p>Children will be given the opportunity to make their own decisions when presenting their knowledge and understanding.</p> <p>Children will be encouraged to set their own goals and targets by responding to feedback, peer and self-assessment.</p> <p>Children will know the importance of listening to and using guidance from others</p> <p>Children will start to understand that approaches to learning may differ.</p>	<p><b><u>Never Giving Up</u></b></p> <p>The children can draw from previous experiences to support their learning.</p> <p>The children will be able to use a range of ways to help themselves with their learning by using the appropariate resources and scaffolds provided.</p> <p>All tasks will be carried through to the end to ensure success.</p> <p>The children will recognise that it is okay to make mistakes.</p> <p>Children can view constructive feedback as a positive challenge and use it to make progress</p>	<p><b><u>Teamwork</u></b></p> <p>Children listen to others and respect and include of each group member and their ideas</p> <p>Children understand what a group is and how to be part of a team.</p> <p>Children can communicate ideas to others and recognise each team member is required to make a positive contribution</p> <p>Children can work with a team to achieve a common goal</p>
<p><b><u>Growth Mindset</u></b></p> <p>Children are encouraged to approach difficult learning with self-belief.</p> <p>Children will be able to use models in lessons and inspiration in the success of others.</p> <p>Children will start to make links between their new learning and what they already know.</p> <p>Children will know and understand how to improve their knowledge through new challenges.</p>	<p><b><u>Innovators</u></b></p> <p>Children can use their imagination and make free choices and resources in a variety of situations.</p> <p>Children can present their learning in a different way from other people.</p> <p>Children feel confident exploring an idea which may not have a right or wrong answer in the end.</p> <p>Children will always be encouraged to be confident enough to have a go!</p> <p>Children will start to understand that ideas can be expressed and there could be more than one idea.</p>	<p><b><u>Evaluators</u></b></p> <p>Children can identify at least one thing which has gone well in their learning</p> <p>Children will recognise and say how they feel about their learning, making an assessment about how the task is going.</p> <p>Children will be confident enough to make a constructive comment about others’ work.</p> <p>Children will be able to say what would help them to do the task better next time</p> <p>Children will use reflection time wisely and understand this could inform future learning.</p>