

## Central Idea

This statement ties the learning together to create connections and provide a context across pupils' knowledge.

# Tourism generates opportunities for local communities.

Words in blue do not link to the central idea.

## Lines of Inquiry

These inquiries are the phases of learning that take place, supporting the children to develop their understanding of the central idea.

1. How conservation leads to the protection of animals. (connection)
2. Causes of significant landmarks. (causation)
3. Why people choose to visit specific landmarks. (perspective)

## Maths

Money

Time

Shape

Position and direction

## English

Texts:

The Big Book of the UK

**Writing Outcomes:**

Non chronological report

Narratives - Setting description,

Character description

## Computing

- Sorting data using branching databases.
- Investigate the impact of databases in the modern world

## Science

**Living things and their habitats**

- Recognising, grouping and classifying living things.
- Recognise that environments can change and this can sometimes pose danger to living things.

## Social Studies

**History:** Developing knowledge of chronology  
**Geography:** investigating the location and characteristics of a range of the world's most significant human and physical features.

**RE:** Why do some people think that life is a journey? What significant experiences mark this?

# YEAR 4 MODULE 6

## The Arts

**Art:** Stephen Wiltshire- Studying and appraising Stephen Wiltshire's work.  
**DT:** Engineering - designing, creating and evaluating a structure following a criteria.

## PSPE

**PSHE:** Recognise and respect similarities and differences between people; digital resilience in understanding how data is shared online.

**PE:** Athletics

## Visit

- London or any local place that has a landmark!
- High Halstow National Nature Reserve

## Websites

- Google Earth
- Branching databases
- Geoguessr - Counties in the England

## Apps

Spelling Shed / Ed Shed  
TTRS  
LanguageNut (Spanish)

## Get Creative

- Create your own times table song.
- Can you make your own visually pleasing and strong structure using different materials/ items at home?

## Communication

Communicate and share your learning with others, e.g.:

- Share your home learning with your teacher.
- Present your learning to an adult at home.

## Look Out For

- Programmes on TV about conservation and supporting endangered animals.
- OS Maps.
- Growth in living things such as plants etc.

## IT

- Use Google Slides to produce a presentation on a topic learnt at school.
- Create your own branching database!

## Get Outdoors

- What living things live in our local area and how can we support them?
- Save wildlife by doing a litter pick or something to support the environment.

## In the Car

- Sing a time tables song.
- Listen to a history podcast
- Guess the famous landmark - hints based on its location as well as physical and human features.

# YEAR 4 MODULE 6

## Home Learning Opportunities