# Year 4: Seasides and Coasts
## Term: Summer 2

**Prime question**: What can we learn about Britain's coasts and seasides?

**Subsidiary questions**:
1. What geographical features would we find on Britain's coastline?
2. What similarities and differences are there between Brighton and Croydon?
3. What creatures live in the sea? How can they be grouped?
4. What changes might occur in different environments? Why?
5. How can we prevent changes in the environment?
6. What questions can we ask to learn more about different animals?

## Science
Pupils should be taught to:
- Construct and interpret a variety of food chains identifying producers, predators and prey.
- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes post dangers to living things

## Geography
- Name and locate counties and cities of the United Kingdom
- Geographical regions, and their identifying human and physical features
- Land use patterns and how some of them have changed over time
- Use the 8 points of the compass, 4 and 6 figure grid references, symbols and key, to build their knowledge of the United Kingdom

## History
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## Art
Heather Jansch
- To improve their mastery of art, design techniques, including sculpture with a range of materials

## DT
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

## Music
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Listen with attention to detail and recall sounds with increasing aural memory.

## Computing
### We are meteorologists
- Work with variables and various forms of input and output.
- Use logical reasoning to explain how simple algorithms work.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including the internet services) on a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.