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| **Residential Fieldtrip Learning Opportunities/Ideas** **Tattenhall****Year 4****Learn, Practice, Repeat …**The largest Cheshire centre has a strong focus on art, drama, and dance alongside outdoor adventures The large playing field at Tattenhall has orienteering courses, a zip wire, archery, tree climbing, a bouldering wall and a low ropes course. Tattenhall is also a base from which canoeing expeditions and other off site activities can start. There is scope for a wide variety of art courses ranging from African art and drumming workshops, to local area studies which incorporate the Tudor influence and architecture of Tattenhall village.  | **History**Tattenhall is a village and former civil parish, now in the parish of Tattenhall and District, 8 miles south-east of Chester, in the unitary authority of Cheshire West and Chester and the ceremonial county of Cheshire, England.The settlement of *Tatenale* was recorded in the [Domesday Book](https://en.wikipedia.org/wiki/Domesday_Book) of 1086. The name is believed to be derived from the [Old English](https://en.wikipedia.org/wiki/Old_English) personal name *Tata* and *halh*, meaning "a meadow" or "nook of land".The spelling of the village has altered over the centuries: *Tatenhala* (1280), *Tattenhall* (1289), *Tatnall* (1473), *Tottenhall* (1553) and *Tettenhall* (1649).St Alban’s Church in the centre of Tattenhall.**History Activities /Skills/ Learning** A trip to Beeston Castle-Linked to the Normans topic. Look at the castle remains. What is left? What would it have looked like? What was it used for? Discuss the position of the castle-why would this have been useful? Why is it important that we visit the castle? The history of St Alban’s church. How long has the church been there? What evidence is left on the headstones? Has the church had any restoration work? Why? Discover the history of Tattenhall residential centre. How long ago was the building used as a school? What were the rooms used for? Can you tell it used to be a school? How? Recap learning from year 3-Learn in the life size, Iron Age Celtic roundhouse. Discover the local History of Tattenhall. Take part in the archaeological dig experience to excavate and identify the artefacts discovered in the ground. | **Geography Activities/Skills/****Learning** Locate on a map. What does the map tell us about the landscape of Tattenhall? Look at historical maps and photographs. Has Cheshire/Tattenhall changed? Could it change in the future? Why? Is all of Cheshire landscape similar? Why?What are the similarities and differences between Tattenhall and Warrington?During walk up Willow Hill, track using an ordnance survey map and compasses. Link 4 figure compass points to degrees on a compass. Create own maps and keys, using grid references.At the top of Beeston Castle, create map using compass directions (folded paper: see KB)Investigate ordnance survey map of the village. Find the symbols in the village. Add any others. Compare to the village on google maps. What are the advantages and disadvantages of each?Revisit the use of the River Dee. Where is this in relation to Tattenhall? Look at a map of Tattenhall in Roman times. How has it changed? Why? | **PHSCE**Friendships and co-operation (working as a team)Keeping safe (rules in particular environments)Risks and hazards (keeping safe in new environment)Setting personal goals (goals for the trip and achievements – set at beginning and end)New situations (new environments and working with new people)**Charter Education**Bear Grylls – Survival Unit **MFL****Spring 2/Summer 1 unit****Vocabulary** - Feeling well/ unwellJungle animals and fantasticalanimals **Suggested Activities** -Starting the morning with how you feelGroup names/dorms using jungle animalsGame like corners with French vocab **Conversational Opportunities** - Conversations in partners about how you feelIntroducing ourselves with age and names**Music**Performing traditional campfire songs with different parts and harmonies, e.g. Gin Gan Gooly, Coca Cola, Princess Pat. Perform with different starting points and an increasing number of groups. Perform in assembly | **Art** **Intent** \*Children will develop their knowledge of great architects by focussing on Antoni Gaudi. \*Children will use local nature to inspire their work as Gaudi did with his architecture. They will explore how he embellished his designs with mosaics and stained glass.\*Children will overlearn their painting skills applying it to a new type of media. **Expected Outcomes/Art Skills**\*Use a variety of tools andtechniques including differentbrush sizes and types.\*Suggest how an Artist has usedcolour, pattern and shape.\*Create a piece of Art inresponse to the work ofanother Artist.**Expected Outcome Art Knowledge**\* Gustav Klimt was an Austrian painter.\*1862-1918\*He rose to success from a life of poverty.\*His work included lots of symbolism. \*His paintings are very intricate and took many hours to complete.\*Klimt lived a simple life. When at home he wore a long robe and sandals. He painted all day, every day.Image result for klimt treesCollage and mixed media of surrounding forest using natural materials: bark, sand…Local Crafts artist – Sarah Gallagher Hayes Twigtwisters Willow Weaver can be pre-arranged but this will add to the cost of the residential visit – Contact - 07889507348 |

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| **Y4 – Science at Tattenhall** | The centre offer pond dipping which enables them to classify plants and animals. Afterwards, the staff then go through a food chain and web with the children. | Animals including humans explore and use classification keys to help group, identify and name a variety of living things in their local and wider environmentconstruct and interpret a variety of food chains, identifying producers, predators and prey |
| Nature walk  | Animals including humans explore to identify and name a variety of living things in their local and wider environment |
| Children could create musical instruments out of natural things found in the environment of Tattenhall. | Sound find patterns between the pitch of a sound and features of the object that produced it |

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| **Year 4 – PE - Skills Objectives****Invasion Games:*** I can receive the ball from one direction and pass to another
* I can pass the ball to beat a defender and score as many goals as possible.
* I can make up my own game using equipment and rules.
* I am aware of the importance of moving into a space in order to receive a pass from a team member.
* I can compare tactically how my team stopped someone scoring in the game and how the opposition defended their goal.

**Striking and fielding:** * I can hit a ball well so that I have a good length of time to score a point.
* I can pass and receive the ball accurately to a team mate.
* I am aware of the importance of move into a space in order to receive a pass from a team mate and discuss the best throw to use to field the ball.
* I can compare tactically how I have stopped someone scoring in the game and teach others.
* I can discuss how I need to change the type of throw/hit to aim at different targets
 | **Year 4 - Ideas linked to the curriculum*** Invasion - Play games involving moving the ball in different ways. Can they roll the ball to their partner on the opposite side; using dominant and non-dominant body parts e.g. hand or foot? Complete timed challenges how many times can you send the ball in your team in a minute?

Can they bounce it down to their partner? Kick it? Strike it? Throw it etc. Set up targets worth different points and compete in houses. Have to stop it with their foot to gain a point. Why would we need to stop a ball with our foot? * Striking and fielding – Diamond or Kwik Cricket

Stop the children at different points and discuss how to field to support your team? Which is the best throw to get the ball back to the baller or your fielding team? Think tactics. Play top dog – teams of 5 in a line and they need to catch the ball to stay top dog. Space ball using the balls and cones. |

Year 3 + 4 OAA objectives

Objectives:

* I can orientate a simple map by matching shapes or obstacles on the ground to shapes on a map.
* I can use a map to visit a checkpoint.
* I can use my map reading skills to visit a number of checkpoints.
* I can begin to discuss different ways of planning my route.
* I can work in pairs, taking it in turns to plan the next leg of the trail.

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|  | Area of Computing | Learning Opportunity | Objectives Covered |
| Year 4 | Creativity | Take photographs of artwork created to share with parents. Create a presentation of the photographs taken.  | **Presentation (Powerpoint)**Create a title slide and choose a style. Change the layout of a slide.Insert a picture/text/graph from the Internet or personal files. Decide upon and use effective transitions. |