

**Overall outcome**  
Children create messages about difference, diversity and respect.

**Texts**  
Zombierella, Poems Aloud, Luna loves Art and If all the World Were...  
By Joseph Coelho  
The Boy who Biked the World – Alastair Humphreys

**Key subjects**  
Geography, PSHE, English, and RE.

**Narrative hook**  
**People:** Luna  
**Place:** Art Gallery  
**Problem:** Finn's family doesn't look like the ones in the famous works of art.  
**Possibilities:** How can we help Finn and Luna to see that their lives matter? How can we help them to celebrate belonging to diverse families and communities?

**Key vocabulary**  
author, illustrator, diverse, different, similar, unique, communities, respect, stereotypes, superlatives, extremes, erosion, favelas, slums, carnival, settlement, conquistadors

**Transformative diverse individuals**  
Joseph Coelho – British Poet and Author  
Alastair Humphreys –cyclist and author  
Jimmy Angel – American Pilot  
Anders Celsius – Scientist  
Heitor Villa- Lobos – Brazilian composer/musician

**Year 4 Term 2 Valuing Difference**  
*Where do we find diversity?*  
**Main Question for the Year: When have we shown resilience and resourcefulness?**

**Content:** What will we learn?

**Creativity:** How will we show we understand in multiple ways?

**Coherence:** How does this link to other year groups and core subjects?

**Compassion:** What opportunities are there to show compassion for the environment and each other?

**Community:** Where are the links to local expertise and resources? Visits and visitors

Explore the British Values of mutual respect and tolerance.

We will understand why South America was colonised in the late 1400s, mainly by Spain and Portugal.

We will compare some reasons why people settle in Britain today.

We will use 4 figure-grid references to locate different features of South America, such as cities and places of interest.

We will find out how waterfalls are formed and write about the unique features of some different Falls.

We will learn about the symbolism of the Lotus flower to Buddhists.

We will listen to the Little Train of the Caipira and Brazil Samba Fanfarra.

- Enter the story world of Joseph Coelho.
- Explore the diverse human and physical features of South America – a continent full of SUPERLATIVES.
- Spend time with twins Samir and Samira on their rooftop playground of their home in Mare Favela.
- Compare and group materials together, according to whether they are solids, liquids or gases.
- Compare a region of South America and the UK.

- Builds on previous learning:
- Life in Britain for the Windrush passengers and their children -in Year 2.
  - Empire building – WW2.
  - Exploration and settlement in the bio-diverse Amazon Rainforest – Year 4.
- Connection to future learning:
- Anglo-Saxon, Viking and Roman invasions and settlement – Years 4 and 5.
  - Settlement on Mars – Year 5.
  - Diversity in North America – Year 6.

Recognising and celebrating diversity.

The complex ways in which families and communities are linked.

Thinking about living in the wider world.

Appreciate the diversity of the world and the benefits of living in diverse communities.

Learning from the past and living in the present.

Develop a sense of awe and wonder at the diversity of landscapes and landforms in South America.

- Diversity within the Ramsbury Community
- Where were we born?
  - What is it like there?
  - How are we similar and different?