Autumn Term

Term: Autumn Term

Autumn 1.1 Autumn 1.2

*See subject progression sheets for skills

*Pathways to Write

Classes: Birch and Oak

Year Group: 4

Teachers: Mrs McCarthy and Mrs Turner

Visits and Theme Days: Christingle, Remembrance Workshop, National Archives Workshops – Treasures and Hard Labour

Science – Kapow

Animals including humans: Digestion and food.

- Label key organs found in the digestive system and describe each of their functions.
- Describe the functions of the four different types of adult human teeth using key vocabulary.
- Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush.
- Produce a food chain that begins with a plant and has arrows that move up the food chain.
- Define a producer, predator and prey and identify examples in food chains.
- Describe digestion, teeth and diets when talking about the observed poo clues.
- Write a letter that uses a range of scientific vocabulary from the unit.

Energy: Electricity and circuits.

- Recall a range of electrical appliances, classify them as mains or battery-powered and explain why.
- Explain how to test if a circuit works and identify when simple electric circuits will work.
- Identify symbols for open and closed switches and give examples of how switches are useful.

History – Kapow

How have children's lives changed?

- Make inferences and deductions from primary and secondary sources.
- Explain why children needed to work.
- Identify the jobs Tudor and Victorian children had.
- Describe the working conditions of Tudor and Victorian children.
- Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
- Use sources to identify leisure activities and compare them over time.
- Identify diseases past children suffered from and discuss how effective the treatments were.

Geography – Kapow

Why are rainforests important to us?

- Describe a biome and give an example.
- State the location and some key features of the Amazon rainforest.
- Name and describe the four layers of tropical rainforests.
- Understand that trees and plants adapt to living in the rainforest and give an example.
- Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.
- Name one way in which the Amazon is changing.
- Articulate why the Amazon rainforest is important.
- Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.
- Use a variety of data collection methods with support.

PSHE – Kapow

My healthy self: How can I make healthy choices?

Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. Pupils identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.

Connecting with others: How can we respect each other?

Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.

• Predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking and completing a circuit. • Describe that a material is a good electrical conductor when it is added to an electric circuit and the bulb lights and that a material is a good electrical insulator when it is added to an electric circuit and the bulb does not light. • Recall that metals, for example, are good electrical conductors and plastics, for example, are good electrical insulators. • Describe that the more bulbs added to a series circuit, the dimmer the bulbs will be and explain that they will be dimmer when more are added to a circuit, as less energy is transferred to each of them. • Describe precautions for working safely with electricity and explain some precautions using knowledge of circuit diagrams, electrical components, conductors or insulators.		• Summarise how the local woodland is used and suggest changes to improve the area.	

Art and Design - Kapow

Drawing: Exploring tone, texture and proportion

- Create a three-dimensional effect by using contrasting tones to show light and dark.
- Combine lines and marks to represent different textures.
- Use lines and marks in different ways to represent dark and light areas (tone).
- Comparing the sizes of different objects to draw them in proportion.
- Represent the size of one object relative to another.
- Consider where to place each element thinking carefully about the space.
- Show texture in the collage.
- Use the impasto technique to create textured effects.

Design Technology - Kapow

Structures – Pavilions

- Produce a range of free-standing frame structures of different shapes and sizes.
- Design a pavilion that is strong, stable and aesthetically pleasing.
- Select appropriate materials and construction techniques to create a stable, free-standing frame structure.
- Select appropriate materials and techniques to add cladding to their pavilion.

Computing - Purple Mash

Touch Typing

- To use increasing knowledge of a keyboard to be able to type out words beginning with and including a variety of letters

Animation

- To understand what animation is.
- To understand the term onion skinning and be able to use this technique for 2D computer animations.
- To know how to enhance simple animations using animation software.
- To plan an animation.
- To create a narrative through animation.
- To evaluate animations.

E-Safety – Common Sense Education

Media Balance and Wellbeing: Your rings of responsibility

- Examine both online and in-person responsibilities.
- Describe the "Rings of Responsibility" as a way to think about how our behaviour affects ourselves and others.
- Identify examples of online responsibilities to others.

Cyber bullying, digital drama and hate speech the power of words.

- Understand that it's important to think about the words we use, because everyone interprets things differently.
- Identify ways to respond to mean words online, using S-T-O-P.
- Decide what kinds of statements are OK to say online and which are not.

MFL – Grammarsaurus

Review of Y3
Review the Y3 basics (done the previous year)

Pets
Learn names of some pet animals (the most common ones)
•Accurately pronounce the list of animals
• Know the genders of the words (male/female: un/une) • Recognise names for pet animals when written
• Show understanding when hearing the words for pet animals

RE – Doncaster Syllabus

How do the lives of the Gurus inspire Sikhs?

- Retell some important Sikh stories.
- Recognise Sikh practices relating to the Guru Granth Sahib.
- Talk about Sikh values e.g. equality, honesty.

Set PE – Get 4 PE

Tag Rugby

- I can delay an opponent and help prevent the other team from scoring.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can help my team keep possession and score tries when I play in attack.
- I can pass and receive the ball with increasing control.

Music – Charanga

Musical Structures
Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.
Social Question: How Does Music Bring Us Together?

• Know the words for each pet animal • Label the different animals, using matching activities • Play games co-operatively in French, practising the words • Understand the question about pets at home: "Tu as des animaux?"(Have you got pets?) • Give details of pets in response to the question "Oui, j'ai …" (Yes, I have…) or "Non, je n'ai pas d'animaux". (No, I don't have any pets.) • Develop their response to the question, eg: "J'ai deux chiens et trois chats."(I have 2 dogs and 3 cats.) At Home Name of areas at home and places • Accurately pronounce the areas • Know the genders of the words (male/female/plural: le/la/les) • Recognise names of areas when written • Show understanding when hearing the words • Label the pictures, using matching activities • Play games co-operatively in French, practising the words • Describe where I live • Listen to characters and understand what they say • Understand the question and answer: "Où est…?"(Where is…?) and "Où habites-tu?" (Where do you live? **At Home** Continue from Autumn 1 **Going to School** Learn names of modes of transport • Accurately pronounce the modes of transport • Recognise names of modes of transport when written • Show understanding when hearing the words • Know the words for each mode of transport	• Give examples of Sikh beliefs and stories about their Gurus. • Describe Sikh practices relating to the Guru Granth Sahib. • Explain and give reasons for Sikh values e.g. equality, honesty. • Suggest deeper meanings for Sikh beliefs and stories about their Gurus. • Make links between Sikh values and those of other faiths and worldviews. **Christmas**	• I can provide feedback using key terminology and understand what I need to do to improve. • I can use simple tactics to help my team score or gain possession. • I share ideas and work with others to manage our game. • I understand the rules of the game and I can use them often and honestly. **Dance (Water)** • I can choose actions and dynamics to convey a character or idea. • I can copy and remember set choreography. • I can provide feedback using appropriate language relating to the lesson. • I can respond imaginatively to a range of stimuli relating to character and narrative. • I can use changes in timing and spacing to develop a dance. • I can use counts to keep in time with others and the music. • I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. **Netball** • I can defend one on one and know when to win the ball. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can move to space to help my team to keep possession and score goals. • I can pass, receive and shoot the ball with increasing control. • I can provide feedback using key terminology and understand what I need to do to improve. • I can use simple tactics to help my team score or gain possession. • I share ideas and work with others to manage our game. • I understand the rules of the game and I can use them often and honestly.	Explore this question as you progress through the unit. **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B♭ **Exploring feelings when you play** Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods. Social Question: How Does Music Connect Us with Our Past? Explore this question as you progress through the unit. Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A, B♭, B

• Label the pictures, using matching activities • Play games co-operatively in French, practising the words • Understand the question: "Comment vas-tu à l'école?"(How do you go to school?) • Answer the question appropriately « Je vais à l'école… » (I'm going to school…) **Christmas**		**Gymnastics (Movement)** • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can plan and perform sequences with a partner that include a change of level and shape. • I can provide feedback using appropriate language relating to the lesson. • I can safely perform balances individually and with a partner. • I can watch, describe and suggest possible improvements to others' performances and my own. • I understand how body tension can improve the control and quality of my movements.	