WOODFIELD PRIMARY SCHOOL

Autumn Term

Term: Autumn Term

Autumn 1.1 Autumn 1.2

*See subject progression sheets for skills

*Pathways to Write

Classes: Cherry and Hazel

Year Group: 4

Teachers: Mrs Wilson and Mrs Miller

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

Science – Kapow

Animals including humans: Movement and Nutrition

- Recall the three key functions of the skeleton (movement, support and protection).
- Describe a vertebrate, invertebrate, endoskeleton and exoskeleton
- Identify and name the skull, spine, ribs and pelvis on a diagram.
- Recall that muscles cause movements in the body, some of which we control by choice and that they cause a movement by shortening and pulling on a bone.
- Recall that animals, including humans, need to eat food to survive.
- Describe some examples of how energy is used by the body and make comparisons about the energy demands between people.
- List some of the seven nutrient groups, name foods that are good sources of them and describe what they are needed for in the body.
- Compare two different meals and explain which is more balanced by naming the nutrient groups and commenting on the relevant proportion
- Use information about skeletons to group animals.

History – Kapow

Why did the Romans invade and settle in Britain?

- Explain what was important to people in Ancient Rome.
- Explain the meaning of the words 'empire', 'invasion' and 'settlement'.
- Analyse the different reasons for the Roman invasion of Britain.
- Explain how the Celts responded to the Roman invasion
- Explain how the Roman army's structure, discipline and equipment made it so successful.
- Use artefacts to make deductions about the lives of Roman soldiers in Britain.
- Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

Geography – Kapow

Why Do People Live Near Volcanoes?

- Name all four layers of the Earth in the correct order, stating one fact about each layer.
- Explain one or more ways a mountain can be formed.
- Give a correct example of a mountain range and its continent.
- Describe a tectonic plate and know that mountains occur along plate boundaries.
- Correctly label the features of shield and composite volcanoes and explain how they form.
- Name three ways in which volcanoes can be classified.
- Describe how volcanoes form at tectonic plate boundaries.
- Explain a mix of negative and positive consequences of living near a volcano.

PSHE – Kapow

My Healthy Self – How Can I Take Care of My Mind and Body?

- Describe how our minds and bodies are connected.
- Describe physical factors that can influence how a person feels.
- Explain why sleep is important to maintain good mental and physical health.
- Explain that emotions affect actions and decisions.
- Describe ways to manage difficult emotions.
- Recognise signs that someone needs help.
- Identify trusted adults and appropriate actions.

Connecting With Others- What Helps Us Feel Safe and Included?

- Recognise what self-respect is.
- Value their own strengths, skills and achievements.
- Build confidence by trying new things, learning from mistakes and challenging negative self-talk.
- Identify and communicate personal boundaries clearly.
- Treat others with kindness, fairness and respect.

• Record measurements of different bones and use the data to sort them into size order. • Describe some ways scientific research has improved the field of bionics/prosthetics, such as the choice of materials or linking their movement to muscles in the arm. • Find relevant data on food packaging and make numerical comparisons. • Summarise key information using secondary sources. • Describe some changes to scientific knowledge and jobs that require this information. **Forces and Space: Forces and Magnets** • Identify examples of pushes, pulls and twists. • Define a force, including describing, naming and classifying contact and non-contact forces. • Describe the relationship between friction and the roughness of a surface. • Identify examples of friction being useful or not. • Predict attraction and repulsion between like and opposite poles. • Identify examples of magnetic and non-magnetic materials. • Name some examples of types of magnets and compare their strengths. • Describe some examples of the uses of magnets. • Use arrows and scientific vocabulary to show the direction of a contact force. • Use evidence to support conclusions. • Identify the variables to change, measure and control. • Write a method to explain how to use a magnet to sort and classify materials as magnetic or non-magnetic. • Label the axes of a bar chart. • Draw bars on a chart accurately. • Identify key information from a source. • Use more than one source to research a question.		• State whether they would or would not want to live near a volcano. • State that an earthquake is caused when two plate boundaries move and shake the ground. • Explain that earthquakes happen along plate boundaries. • List some negative effects that an earthquake can have on a community. • Observe, digitally record and map different rocks using a symbol on a map. • Identify rock types and their origins based on collected data.	• Recognise the qualities of good friendships and ways to support friends. • Learn to manage minor conflicts respectfully through negotiation, compromise, and apology. • Understand different ways families spend time together and support each other. • Identify different types of bullying and their effects on wellbeing.

Art and Design - Kapow

Drawing: Developing Drawing Skills

- Use their observation skills to describe specific shapes, textures or patterns in objects.
- Shade with a reasonable degree of accuracy and skill following the four shading rules.
- Use mark marking to show texture and details.
- Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture.
- Apply shading skills to show areas of light and dark (tone).
- Apply line, shape and tone with digital tools.
- Save and present digital artwork.
- Use materials to create a design inspired by The Sun.

Design Technology - Kapow

Structures – Constructing a Castle

- Use their observation skills to describe specific shapes, textures or patterns in objects.
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Computing - Purple Mash

Touch Typing

- To learn correct finger positioning on the keyboard and understand when to use the left or right hand.
- To learn how to type numbers accurately and to use the shift key for capital letters.
- To practise typing punctuation marks and symbols and build accuracy with simple words.
- To practise typing sentences using capital letters, spaces, and full stops.

Email

- To understand how people communicate with each other.
- To understand and respond to an email.
- To compose and send an email.
- To send an email attachment.
- To learn how to use email safely.
- To explore simulated email scenarios.

E-Safety – Common Sense Education

Device Free Moments

- Recognize the ways in which digital devices can be distracting
- Express how they feel when others are distracted by their devices
- Identify ideal device-free moments for themselves and others

Putting A stop To Online Meanness

- Understand what online meanness can look like, and how it can make people feel
- Learn the SAFE strategy for responding to online meanness.

MFL – Grammarsaurus

LA France

Locate where I am in the world
- Locate France in the world
- Discover France and its islands
- Discover French culture and customs
- Discover Paris

RE – Doncaster Syllabus

How do Jews Remember Gods Covenant?

- Use their observation skills to describe specific shapes,

Set PE – Get 4 PE

Football

- To understand the role of an attacker when in possession.
- To develop movement skills to lose a defender and move into space.

Music – Charanga

Ukelele – Cherry

Christingle Service

Let Your Spirit Fly

Greetings And Name Learn words to greet people • Recognise words when written • Show understanding when hearing the words • Label the different pictures with the words, using matching activities • Play games co-operatively in French, practising the words • Understand the question: "Comment ça va?"(How are you?) • Answer appropriately to the question "Ça va très bien/bien/moyen/mal." (I am very well/well/so so/not well.) • Understand the question: "Comment tu t'appelles?"(What's your name?) • Answer appropriately to the question "Je m'appelle ..." (My name is...) **Classroom Instructions** Learn words for instructions • Pronounce the words accurately • Recognise words when written • Show understanding when hearing the words • Label the different pictures with the words, using matching activities • Play games co-operatively in French, practising the words **Alphabet** Learn sounds for each letter • Pronounce the letters accurately • Show understanding when hearing the letters • Play games co-operatively in French, practising the letters • Spell words out loud using the correct sounds • Spell my name • Ask someone to spell their name **Christmas**	textures or patterns in objects. • Shade with a reasonable degree of accuracy and skill following the four shading rules. • Use mark marking to show texture and details. • Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. • Apply shading skills to show areas of light and dark (tone). • Apply line, shape and tone with digital tools. • Save and present digital artwork. • Use materials to create a design inspired by The Sun. **Christmas**	• To understand that scoring goals is an attacking skill and learn how to do this. • To understand the role of a defender. • To apply tactics to small sided games. • To apply skills and knowledge to play games using football rules. **Dance (Machines)** • To create actions in response to a stimulus and move in unison with a partner. • To create actions to move in contact with a partner or interact with a partner. • To select and link appropriate actions and dynamics to show our dance idea. Basketball • To understand the role of an attacker when in possession. • To use attacking skills to maintain possession. • To develop passing and moving to support my team in attack. • To understand the role of a defender and explore ways to gain possession. • To understand that scoring goals is an attacking skill and demonstrate this. • To apply skills and knowledge to compete in a tournament. • **Gymnastics (Movement)** • To create interesting point and patch balances. • To develop point and patch balances on apparatus • To develop stepping into shape jumps with control. • To deTo include rolls in sequence work using apparatus.velop stepping into shape jumps using apparatus. • To develop the straight, barrel, and forward roll. • To transition smoothly into and out of balances.	