

Science: Sound (Developing Experts)

- To describe how sound travels
- To explain what causes sound
- To compare the speed of sound and the speed of light
- To compare solids, liquids and gases
- To describe different sounds
- To explain how to protect your ears

RHSE: Me My Body My Health (Ten Ten)

What is puberty?

- To learn what the term puberty means
- To learn when they can expect puberty to take place
- To understand that puberty is part of God's plan for our bodies

Changing Bodies

- To learn correct naming of genitalia
- To learn what changes will happen to boys during puberty
- To learn what changes happen to girls during puberty

Discussion groups - optional

Separate discussion groups (boys and girls) To answer children's questions from Previous puberty lessons

RE: The Bible (TWTTTL)

- To know that the Bible is an account of God's relationship with his people and reflect on how the Bible can help us.
- To know that God calls Abraham and think about the challenges and blessings Abraham experienced.
- To know about God's call to Joseph and reflect on God's plan for him.
- To know about God's call to Moses and reflect on what we can learn from his experience.
- To know that David was chosen by God and reflect on David's trust in God.
- To know that God speaks to us in the Bible. Reflect on some things God tells us.

Liturgical Calendar: Ordinary Time (Green Cloths)

Music: Mama Mia (Charanga)

- To identify the introduction, verse, bridge, chorus in a piece of music.
- To identify the instruments/voices in a piece of music.
- To find the pulse whilst listening.
- To copy back, play, invent rhythmic and melodic patterns.
- To singing in unison.
- To play instrumental parts accurately and in time, as part of a performance.
- To improvise in the lessons and as part of the performance.
- To compose a simple melody using simple rhythms and use it as part of the performance.
- To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.

Design & Technology: Food - Adapting a Recipe (KAPOW)

- To evaluate a product, giving consideration to: taste, smell, texture, appearance, packaging target audience.
- To follow a recipe to make a biscuit.
- To evaluate and compare a range of biscuit prototypes.
- To work within a group to design a biscuit to a given budget, taking into consideration biscuits tasted and the successes of the prototypes made.
- To make a biscuit that meets a given design brief, working within the specified budget.

Art: Formal Elements (Kapow)

- Lesson on Printing and then flower of life to put over printing
- To make a stamp using geometric and mathematical shapes and creating repeating and symmetrical patterns with it.
- To apply mathematical techniques of reflection and symmetry to create a flip pattern.
- To create a geometric pattern using a compass.

Year 4 Autumn 1 Topic: Americas (7 Weeks)

Spanish: Yo Present (Language Angels)

- To count from 1-10
- To ask and answer the question, ¿cómo estás?
- To ask and answer the question, ¿cómo te llamas?
- To ask and answer the question ¿cuántos años tienes?
- To ask and answer the question ¿dónde vives?
- To write the answer to questions

PE (Rising Stars)

Sport: Invaders

- To keep possession of a ball.
- To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation.
- To use accurate passing and dribbling in a game.
- To identify and apply ways to move the ball towards an opponent's goal.
- To learn concepts of attack and defence.
- To play in a mini football competition.

Fitness: Boot camp

- To understand how to prepare the body for exercise.
- To understand what fitness means.
- To complete a range of circuit-based activities and understand the reason for doing them.
- To understand what happens to the heart rate during exercise.
- To improve a circuit

English

Class Novel: Journey by Francesca Sanna

Writing

Diary Narrative based upon Journey (3 weeks):

- Draw upon material read
- Use paragraphing to organise ideas around a theme.
- In narratives, create increasingly effective characters and settings

Instruction writing (2 weeks):

- In non-narrative work, use organisational devices such as headings and subheadings with increasing effect.
- Express time, place and cause using conjunctions
- draw upon materials read

Poetry writing based on Journey (2 weeks):

- write narratives, describing characters and settings.
- Perform their own performances with intonation

Punctuation and Grammar

extending the range of sentences with more than one clauses using conjunctions, expressing time, place or cause using conjunctions or adverbs, use inverted commas to punctuate direct speech, use the present perfect form of verbs.

Whole Class Reading

One session per week based upon the class novel and three extract lessons using VIPERS (Vocabulary, Infer, Predict, Explain, Recall, Summarise) which cover the content domains for KS2 reading. Within all 4 of these lessons, time is given to modelling and practice of intonation, tone and volume.

Extract Lessons:

Migration: Refugees by Brian Bilston, My Beautiful Birds by Suzanna Del Rizo, The Boy At The Back Of The Class by Onjali Rauf

Picture Books: The Journey By Francesca Senna, How to Live Forever by Colin Thompson, After The Fall by Dan Santat

Poetry: Life Doesn't Frighten Me at All by Maya Angelou, The Adventures of Isabel by Ogden Nash, Oh The Places You'll go by Dr Seuss

Spelling

words that are homophones or near homophones; the prefix '-in-'; root word starting with L or R and the prefix becoming 'il' or 'ir'; the prefix 'sub-'; prefix 'inter-'; challenge words; suffix '-ation'

Geography: The Americas

- To understand what North American cities are like.
- To understand what South American cities are like.
- To identify similarities between South and North American cities.
- To present our findings

Maths (White Rose)

Place Value

- | | |
|----------------------------|-------------------------|
| Roman Numerals to 100 | Round to the nearest 10 |
| Round to the nearest 100 | Count in 1,000s |
| 1,000s, 100s, 10s and 1s | Partitioning |
| Number line to 10,000 | 1,000 more or less |
| Compare numbers | Order numbers |
| Round to the nearest 1,000 | Count in 25s |
| Negative numbers | |

Addition & Subtraction

- Add and subtract 1s, 10s, 100s and 1,000s
- Add two 4-digit number - no exchange
- Add two 4-digit number - one exchange
- Add two 4-digit numbers - more than one exchange
- Subtract two 4-digit numbers - no exchange
- Subtract two 4-digit numbers - no exchange
- Subtract two 4-digit numbers - one exchange
- Subtract two 4-digit - more than one exchange