

### Science: Animals Including Humans - Human Digestion (Developing Experts)

- To understand salivary glands and taste buds
- To know the different types of teeth
- To understand the intestines
- To understand the food pyramid and why it is important
- To know about vitamins and minerals
- To understand food chains, know how natural cycles work

### History: Anglo-Saxons

- To know who the Anglo-Saxons were, and why and when they chose to settle in England.
- To discover how the Anglo-Saxons lived using archaeological evidence.
- To be able to explain why the Staffordshire Hoard was so significant.
- To know about some of the key documents related to Anglo-Saxon times and their limitations.
- Enquiry: Does this period deserve to be called a 'Dark Age'.

### Maths (White Rose)

#### Addition and Subtraction

- Efficient subtraction
- Estimate answers
- Checking strategies

#### Length and Perimeter

- Kilometres
- Perimeter on a grid
- Perimeter of a rectangle
- Perimeter of rectilinear shape

#### Multiplication & Division

- Multiply by 10
- Multiply by 100
- Divide by 10
- Divide by 100
- Multiply by 1 and 0
- Divide by 1 and itself
- Multiply and divide by 6
- 6 times table and division facts
- Multiply and divide by 9
- 9 times table and division facts
- Multiply and divide by 7
- 7 times table and division facts

#### Consolidation

### Spanish: La Familia (Language Angels)

- To say the names of family members
- To introduce family members using *¿cómo se llama?*
- To ask and answer the question *¿tienes un hermano / tienes una hermana?*
- To know some of the numbers to 100
- To know when to use *mi* or *mis*
- To write about our families in full sentences using connectives

### Music: Glockenspiel Stage 2 (Charanga)

- To revise, play and read the notes C, D, E, F + G.
- To learn to play these tunes: - *Mardi Gras Groovin'* - *Two-Way Radio* - *Flea Fly* - *Rigadoon* - *Mamma Mia*
- To revisit these tunes from Stage 1: - *Portsmouth* - *Strictly D* - *Play Your Music* - *Drive*
- To compose using the notes C, D, E, F + G.

### RE: Trust in God (TWTTTL)

- To understand the importance of trusting in God and be aware that it is not always easy for us to trust.
- To know about God's promise to Zechariah and reflect on how Zechariah had to trust in God.
- To know that Mary trusted in God and reflect on what we can learn from Mary.
- To know how Joseph put his trust in God and be aware that sometimes we need help to trust in God.
- To know that God fulfilled His promise to Mary when Jesus was born, and reflect on the importance of Jesus' birth for us.
- To know why God sent Jesus to earth and reflect on who Jesus is for us.

### Computing: Investigating Weather (Rising Stars)

- To upload data into a spreadsheet
- To design a weather station that records data.
- To design an automated machine that records data.
- To learn how weather forecasts are made.
- To use green screen technology.

### RHSE: Life Cycles (Ten Ten)

- To know that they were handmade by God with the help of their parents
- To understand how a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception
- To know how conception and life fits into the cycle of life

## Year 4: Autumn 2 Topic: Anglo Saxons (6 Weeks)

### Liturgical Calendar: Ordinary Time and Advent (Green and Purple)

#### 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'

### Art and Design: Design, Drawing, Craft, Painting and Art Appreciation (KAPOW)

- To understand the purpose of sketchbooks
- To design optical illusions
- To design a Willow Pattern
- To use soap to create sculptures
- To create art inspired by Paul Cezanne
- To create a still life drawing

### PE (Rising Stars)

#### Sport: Dynamic dance, Line Dancing

- To identify and practise the patterns and actions of line dancing.
- To demonstrate an awareness of the music's rhythm and phrasing when improvising.
- To create an individual dance that reflects the line dancing style.
- To create partnered dances that reflect the line dancing style and apply the key components of dance.
- To create partnered dances that reflect the line dancing style and apply the key components of dance.

#### Fitness: Mighty movers (boxercise)

- To learn footwork movement patterns showing co-ordination.
- To demonstrate correct technique for a job.
- To understand the value of boxercise moves.
- To learn how to build an aerobic exercise routine including skilled moves.
- To create and perform a boxercise sequence with increased accuracy.
- To perform a boxercise routine with precision.