

# YEAR 4 - AUTUMN 2



<b>English</b>		<b>Maths</b>	
<b>Fiction:</b> 'Krindle Krax' - Philip Ridley <b>Non-Fiction:</b> Journalistic Writing <b>Poetry:</b> 'Werewolf Club Rules' by Joseph Coelho		<i>Maths planning is based on the Collins 'Busyant' scheme of work.</i>	
<b>Science</b>		<b>Computing</b>	
<b>Geography</b>		<b>Geography</b>	
<b>Key Question/Theme:</b> <i>States of Matter</i>		<b>Key Question/Theme:</b> <i>Digital Media</i>	
<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Making systematic and careful observations and recording and reporting findings in different ways.</li> <li>Using results to draw simple conclusions, make predictions for new values &amp; suggest improvements.</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Comparing and group materials together, according to whether they are solids, liquids or gases.</li> <li>Observing that some materials change state when they are heated or cooled, and measuring or researching the temperature at which this happens in degrees Celsius (°C)</li> <li>Identifying the part played by evaporation and condensation in the water cycle and associating the rate of evaporation with temperature.</li> </ul>		<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Understanding the need for caution when using the internet to search for images.</li> </ul> <b>Capturing Images&amp; Video</b> <ul style="list-style-type: none"> <li>Taking photographs and capturing video taking into account the audience and/or purpose for the image.</li> </ul> <b>Using images and video for a purpose</b> <ul style="list-style-type: none"> <li>Planning an animation, then use captured images to create a short animated sequence.</li> <li>Understanding that evaluation and improvement are vital parts of the design process and ICT allows changes to be made quickly and efficiently.</li> </ul> <b>Editing Images and Video</b> <ul style="list-style-type: none"> <li>Importing music, stills or video into video editing software for a specific project.</li> <li>Using tools in a software package to change images to suit a particular purpose.</li> <li>Arranging trim and cut clips to create a short film that conveys meaning.</li> <li>Adding titles, credits and special effects, e.g. transitions.</li> </ul>	
<b>PSHE</b>		<b>RE</b>	
<b>Design &amp; Technology</b>		<b>Design &amp; Technology</b>	
<b>Key Question/Theme:</b> <i>Health and Well-being</i>		<b>Key Question/Theme:</b> <i>Festivals of Light</i>	
<b>Key Question/Theme:</b> <i>Bridges</i>		<b>Key Question/Theme:</b> <i>Bridges</i>	
<b>Overall Objectives:</b> <ul style="list-style-type: none"> <li><b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (within relationships, work-life, exercise and rest, spending and saving and diet)</li> <li><b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</li> <li><b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</li> <li><b>Diversity and equality</b> (in all its forms)</li> </ul>		<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Referring to religious figures, artefacts and buildings</li> <li>Explaining the practises and lifestyles involved in belonging to different faiths.</li> <li>Understanding religious practises and lifestyles.</li> <li>Identifying the impacts of beliefs and practices on people's lives.</li> </ul>	
<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Developing contextual knowledge of the location Researching how German borders changed over the centuries.</li> <li>Developing atlas skills Finding differences and similarities how German borders changed in 1914, 1918, 1939 and 1945.</li> <li>Analysation of geographical facts Analysing how the 'Treaty of Versailles' changed European borders.</li> </ul>		<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Using research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>Generating, developing, modelling and communicating ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, pattern pieces and computer-aided design.</li> <li>Generating a prototype using appropriate techniques from a design.</li> </ul>	

<ul style="list-style-type: none"> <li>• <b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</li> <li>• <b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</li> </ul>		<ul style="list-style-type: none"> <li>• Selecting from and using a wider range of tools and equipment to perform practical tasks.</li> <li>• Selecting from and using a wider range of materials and components, including materials and textiles according to their functional properties and aesthetic qualities.</li> <li>• Evaluating ideas and products against design criteria and considering the views of others when improving products.</li> </ul>
<b>Music</b>	<b>French</b>	<b>PE</b>
<p><b>Key Question/Theme:</b> <i>Music Express Unit</i> <i>Exploring Sounds/Exploring Structure</i></p>	<p><b>Key Question/Theme:</b> <i>French</i></p>	<p><b>Key Question/Theme:</b> <i>PE Skills &amp; Swimming</i> <i>(Specialist Teacher)</i></p>
<p><b>Key Skills:</b> <b>Exploring Sounds</b></p> <ul style="list-style-type: none"> <li>• Learning about classifying instruments by the way sounds are produced.</li> <li>• Learning some simple beatboxing sounds.</li> <li>• Singing a song and adding beatboxing sounds.</li> <li>• Learning about aerophones.</li> <li>• Learning to sing partner songs.</li> <li>• Learning about classifying instruments by the way sounds are produced.</li> <li>• Exploring the combined expressive effects of different instrument groups.</li> </ul> <p><b>Exploring Structure</b></p> <ul style="list-style-type: none"> <li>• Making instruments.</li> <li>• Performing verse and chorus structure.</li> <li>• Interpreting notation.</li> <li>• Improvising.</li> <li>• Understanding ABA structure.</li> <li>• Performing repeating rhythms.</li> <li>• Chanting in three parts.</li> <li>• Exploring sounds.</li> <li>• Performing rondo form.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Speaking in sentences.</li> <li>• Using familiar vocabulary and phrases.</li> <li>• Being aware of basic language structures.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Using running, jumping, throwing and catching in isolation and in combination</li> <li>• Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>• Developing flexibility, strength, technique, control and balance.</li> <li>• Performing dances using a range of movement patterns</li> <li>• Taking part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Comparing their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Swimming &amp; Water Safety</b></p> <ul style="list-style-type: none"> <li>• Swimming competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Using a range of strokes effectively.</li> <li>• Performing safe self-rescue in different water-based situations.</li> </ul>

## Spiritual, Moral, Social and Cultural Development

### Spiritual

- **Experiencing fascination, awe and wonder:**  
Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- **Exploring the values and beliefs of others:**  
Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- **Understanding human feelings and emotions:**  
Is shown by pupils' willingness to reflect on their experiences.
- **Using imagination and creativity in learning:**  
Is shown by pupils' use of imagination and creativity in their learning.

### Moral

- **Investigating moral values and ethical issues:**  
Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- **Recognising right and wrong and applying it:**  
Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- **Understanding the consequences of actions:**  
Is shown by pupils' understanding of the consequences of their actions.

### Social

- **Developing personal qualities and using social skills:**  
Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- **Participating, cooperating and resolving conflict:**  
Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- **Understanding how communities and societies function:**  
Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

### Cultural

- **Exploring, understanding and respecting diversity:**  
Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- **Participating in and responding to cultural activities:**  
Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**  
Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.