

Year group:4 Term: Autumn 2

Focus Subject: Geography

Key Vocabulary: Africa, continents, latitude and longitude, atlas, northern, southern hemisphere, compass, north, south, east and west, Tropic of Cancer, Tropic of Capricorn, Equator

Relationships and Health Education:

Religious Understanding explores the Gospel story Jairus' daughter in various creative and reflective ways. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. A second session unpacks the Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God.

RE: as theologians, we will:

Baptism/Confirmation – Belonging Learning about religion

Beliefs, teaching & sources
Celebration and ritual
Social & moral practices & way of life
Learning from religion
Engagement with own & others' beliefs & values
Engagement with questions of meaning



Advent/Christmas – Loving Learning about religion

Beliefs, teaching & sources
Celebration and ritual
Social & moral practices & way of life
Learning from religion
Engagement with own & others' beliefs & values
Engagement with questions of meaning

Art: As artists, we will:

Exploring Pattern - Exploring how we can use colour, line and shape to create patterns, including repeating patterns. Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- to know about great artists, architects and designers in history.

BIG Question: What is Life Like in Africa?

Practise at Home:

Spellings, Times Table Rock Stars, IXL and reading

- **As Musicians, we will:** Music - Combining Elements to Make Music
- In this unit, the Musical Spotlight is 'Combining Elements to Make Music'. A composer, songwriter, improviser or performer has a roster of tools at their disposal to tell stories in music (to link with this Unit's Social Theme), including the elements of music. The elements of music are like a palette of colours that musicians can use as they organise their musical storytelling.

Science: As scientists, we will:

Biology Food & digestion - The human digestive system and simple food chains.

The goals and outcomes we want the children to achieve:

- Children can understand the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

PE: As athletes, we will:

- Football
- Gymnastics - asymmetry/symmetry (GA)

Maths: As mathematicians, we will:

Number Addition and Subtraction

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

Estimate and use inverse operations to check answers to a calculation.

Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Measurement:

convert between different units of measure [for example, kilometre to metre; hour to minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Multiplication and Division:

recall multiplication and division facts for multiplication tables up to 12×12

use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

Geography: As geographers, we will: Africa (Modern) - Locating lines of longitude and latitude; understanding Africa's physical features and climate, and its human settlements.

NC: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom *and the wider world*



Educate
Protect
Love
Serve

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

African Drumming Session

DT: As designers, we will: Using tools select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

English: As readers and writers, we will:

Pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge.
- use relevant strategies to build their vocabulary.
- articulate and justify answers, arguments and opinions.
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- speak audibly and fluently with an increasing command of Standard English.
- participate in discussions, presentations, performances, role play, improvisations and debates.
- gain, maintain and monitor the interest of the listener(s).
- consider and evaluate different viewpoints, attending to and building on the contributions of others.
- to select and use appropriate registers for effective communication.
- to write sentences by saying out loud what they are going to write about.
- to write sentences by composing a sentence orally before writing it.
- to write sentences by sequencing sentences to form short narratives.
- write sentences by re-reading what they have written to check that it makes sense.
- discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.

MFL: As linguists, we will learn: Half-term 2: Saying what I and others have. Phonics: the SSC (sound-symbol correspondences) taught this term are:[a] [o] [e] [i] [u] Silent Final Consonant [SFC] -t, -s, -d. Silent Final E [SFe] [an/en] open and closed [eu] [ch] [au/eau/o/ô] [on]

[ou] Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story

Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)

Computing: As programmers, we will:

Creating media –

Audio production: Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.