

Science – States of Matter – Year 4 unit – Y3 will carry out Y3 skills with this knowledge base

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

How is God described as a solid and a liquid?

Collaborative, Independent, Flourish

Geography– Rivers

- Describe and understand key aspects of physical and human geography, including: rivers and the water cycle.
- Can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) **Y4 differentiated including bordering countries, major cities, capital city and hemisphere**
- Can name and locate a wider range of places in Europe and the world
- Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- **Can use the four points of a compass, four figure grid references, symbols and key understand how some of these aspects have changed over time**

What is the relevance of the River Jordan in the Bible? Relevant

Computing – Stop Frame Animation

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;
- I can use key phrases in search engines.
I can use search technologies effectively.
- I can explain why copying someone else's work from the internet without permission can cause problems.
- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
- I can give examples of content that is permitted to be reused.
- I can demonstrate the use of search tools to find and access online content which can be reused by others.

As this is a new scheme of work, ALL children in class will work on the following knowledge/skill based unit Relevant

PE – Gymnastics

- To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.
- To recognise strengths and areas for improvement in a partner's performance.
- To show different travelling and balancing actions using the apparatus.
- To try new experiences through travelling and balancing on the apparatus.
- To use the apparatus to perform jumping actions..
- To use the apparatus to perform rolling actions.
- To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling.
- To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling.

Challenge, Collaborative, Independent, Creative



Mrs Bolton

Class 3

Autumn 2 – 2022

Red font represents Y4 objectives

RE - Unit 4.2 – Why is Jesus described as the light of the world?

To know that Christians believe that Jesus is the light of the world.

To talk with understanding about the ways in which Jesus' followers bring his light into the world.(Y4)

To know that the light of Jesus brings hope in dark places.

To know that Hannukah is a Jewish festival of light.

To tell stories about Jesus bringing light into people's lives.

To talk about the lives of people who bring Jesus' light into the world.

To tell you about the stories and traditions of Hanukkah.

To use good vocabulary to talk about the symbolism of Jesus as light.

To create light metaphors for Jesus that show understanding of Jesus actions and divinity. (Y4)

To ask good questions about things that have interested me.

To ask important and relevant questions about religious experiences and beliefs. (Y4)

Inspirational, Unique, Flourish

Art – Sculpture – differentiated by outcome

- To know that we can take inspiration from other art forms such as film and literature and make work in 3 dimensions in response.
- To know that we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.
- To explore the work of artists/sculptors who are inspired by literature.

How are religious sculptures inspirational?

Creative, challenge, independent

PHSE – Me and My Relationships

Y3 I know how to look after my friends and stay friends.

I know and understand the meaning of consent in relation to my body in an age appropriate way

Y4 I know and understand the meaning of consent in relation to my body in an age appropriate way.

I know the qualities of a healthy relationship

How did Jesus show his love for his friends?

Relevant, courage, flourish

Mathematics – we follow White Rose Maths

Week 1 - Addition and Subtraction

Week 2 - Multiplication and Division/ **Area**

Week 3 – Multiplication and Division/ **x3, 6, 9**

Week 4 – Multiplication and Division/ **x3, 6, 9**

Week 5 – Multiplication and Division

Week 6 – Assessment

Week 7 – Misconceptions and revision

Plus basic skills

Times tables using TTRS

Morning work – using and applying – problem solving

Challenge cards and Maths Table

Challenge, collaborative, independent

What numbers are significant in the Bible?

English

Using whole texts as stimulus for writing and reading opportunities

The BFG – Roald Dahl – Narrative Writing

Shared Reading – The Suitcase Kid – Jacqueline Wilson

- To identify main characters and settings
- To investigate suffixes – past and present tense
- To explore simple sentences/**To investigate different sentence structures**
- To sequence and retell openings
- To generate new vocabulary
- To analyse sections of text
- To explore compound sentences
- To answer retrieval questions
- To answer inference questions
- To analyse language
- To analyse a characters emotions

Guided Reading - Domain 2b - **retrieve and record information / identify key**

details from fiction and non-fiction

Inspirational, creative, relevant

French – MFL - MC – U1: Ma Famille! Family, Age

- recognise some family words in French; introduce your own family and sing a song
- count up to 12 in French; sing a counting song
- **count up to 100 in French; sing a counting song**
- say your age and ask others how old they are

Why did God create different languages?

Challenge, flourish, creative

British Values –

- To use a range of resources to teach and encourage

British Values and make links to Christian Values at every opportunity

MC - First News, Picture News, Newsround – links to other cultures and faiths through topical issues, World events

- Class debate/Ethos group/ Extra Milers

How can we follow in Jesus' footsteps and be a good friend?

Music – What stories does music tell us about the past?

Enjoying Improvisation – differentiated by outcome

This unit will be based around how music shapes our identities, history and our future. We will learn how music can be the story

- Musicianship options – improvising together
- Listen and Respond
- Singing
- Playing
- Improvising and Composing

Why is music used to praise and honour God?