

Year 4 Autumn 1

Who do you think you are?

Hook (curiosity):

Letter from David Attenborough

Text (Reading, language, communication):

Autobiographies →

- David Attenborough
- Marcus Rashford
- Greta Thunberg

End product (engagement):

Children to write a letter to their future self about all they have achieved since they were at Guildford Grove

Vocab (Reading, language, communication):

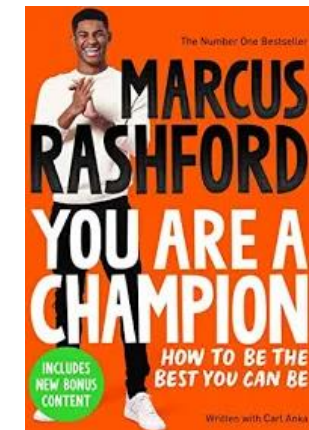
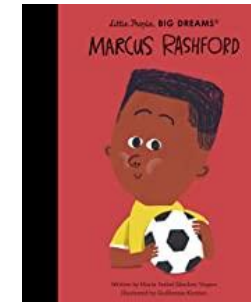
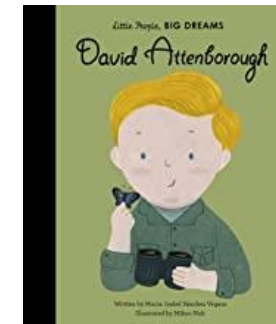
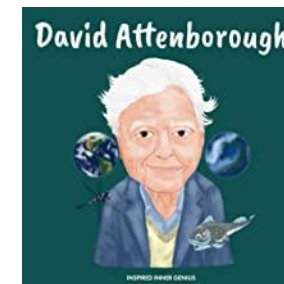
Similarity/difference, generation, significant, influence, aspiration

Sticky knowledge (Learning that sticks):

1. David Attenborough is a British presenter of documentaries about the natural world.
2. Greta Thunberg is a young Swedish activist for climate who raised awareness of climate change.
3. Marcus Rashford is a professional footballer who campaigned for children to receive free school meals all year round.
4. To know that anyone can have a positive impact on themselves, their community and the wider world.
5. At Guildford Grove, we have aspirations about our future.

Driver: PSHE

Who do you think you are?



Computing (skype/email)

National Curriculum links:

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Progression of skills objectives:

- **E-safety/online**
- I can open, read, reply to and send emails.
- I can attach a file to my email.
- I can download & save files from an email.
- I can email more than one person at once or participate in group emails by using "reply to all."
- I can load Skype & add a contact
- I can make & receive voice & video calls.
- I can adjust the settings to improve the quality of the call.
- I can give examples of good & bad behaviour online.
- I tell an adult if anything worries me online.
- I can make judgements to help me stay safe online.
- I can recognise sites & platforms that have social networking features (where I can talk to other people.)

Design technology

See Spring 1

History (Significant people – David Attenborough, Marcus Rashford and Greta Thunberg)

National Curriculum links:

- To carry out case studies of significant people and how their work has changed our world

Progression of skills objectives:

Chronological understanding

- Uses words and phrases: century, decade, BC, AD, after, before, during. Names and places dates of significant events from past on a timeline.

Knowledge and understanding of past events, people and changes in the past

- Shows knowledge and understanding by describing features of past societies and periods.
- To give reasons why changes in houses, culture, leisure, culture, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period
- To describe how some of the past events/people affect life today
- Ask questions such as 'what was it like for a... during...?'
- Uses dates and terms correctly.

PE (Health and fitness skills)

National Curriculum links:

- I can explain why we need to warm-up and cool down.
- I can describe how and why my body changes during and after exercise.

Progression of skills objectives:

- Agility (ball chasing)
- Static balance (stance)

Art and Design (Portraits)

National Curriculum links:

- To become proficient in drawing techniques.
- To improve their mastery of art and design techniques, including drawing, with a range of materials.

Progression of skills objectives:

Drawing

experiment with showing line, tone and texture with different hardness of pencils;
use shading to show light and shadow effects;
use different materials to draw, e.g. pastels, chalk, felt tips;
show an awareness of space when drawing;
use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.

BSL (Days and months)

National Curriculum Links:

- Watching attentively to signed language and joining in in an appropriate manner, knowing how to gain attention in the deaf community in order to join a conversation
- Develop receptive skills to be able to answer questions on single signs or short phrases
- Opportunities to sign with a variety of partners, in small groups and to large groups
- Learn how to ask for clarification about a new sign, how to research to find a sign, eg ask a range of Deaf adults, visual resources and use of BSL apps available

Progression of skills objectives:

- BSL word order
- Clarification of information

Science

Animals including humans- digestive system

Knowledge

- describe 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

Progression of skills

- Asking relevant questions and using different types of scientific enquiries to answer them
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.

Geography (Our class geography – PSHE driver lesson

1)

National Curriculum links:

- Use maps, atlases, globes and digital/computer mapping to locate countries

Progression of skills objectives:

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

Religious Education

How can a synagogue help us to understand the Jewish faith?

National Curriculum links:

- explore the key features of a synagogue and what they reveal about Jewish beliefs using a 'virtual' visit or photos.
- recognise diversity, learning about similarities & differences both within and between religions & beliefs, and the importance of dialogue between them
- make connections between differing aspects of religion and belief and consider the different forms of expression

Progression of skills objectives:

- Make links between Jewish beliefs and the synagogue
- describe the impact for Jews of the synagogue as a place of study, prayer and gathering
- comment on any connections between a synagogue and a church or between Jewish and Christian beliefs

PSHE

National Curriculum links: Health and Wellbeing **Health and wellbeing**

-my role, my happiness, emotions, mental health, celebrating mistakes, visualisation

Families and relationships

-families in the wider world, loss and change

Progression of skills

Identifying what makes me feel calm and relaxed.

Learning visualisation as a tool to aid relaxation.

Explore ways we can make ourselves feel happy or happier.

Developing a growth mindset

Learning to take responsibility for my emotions by knowing that I can control some things but not others.

Using respectful language to discuss different families.

Discussing how to help someone who has experienced a bereavement.

Music (Rivers)

National Curriculum from Kapow →

- To play and perform in solo and ensemble contexts using voice and instruments with increasing accuracy, fluency, control and expression
- Review and evaluate music across a range of historical periods, genres, styles and traditions
- Understand and explore how music is created, produced and communicated including pitch, duration, dynamics, tempo, timbre, texture and structure
- Use and understand staff and other musical notations

Progression of skills objectives from Kapow:

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music.