

Year group:4 Term: Autumn 2

Focus Subject: Geography

Key Vocabulary: 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, migration

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: Journeys; What does migration mean?

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- Human anatomy:

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- 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
- Describe the changes as humans develop to old age.

PE: As athletes, we will:

- Swimming
- Gymnastics

Maths: As mathematicians, we will:

Measurement:

Explore area, measure area, compare areas and count squares to find area, Multiplication and Division:

Multiples of 3, Divide and multiply by 6, 6 x table and division facts, multiply and divide by 9, 9 x tables and division facts, 3, 6 and 9 times tables, multiply by 7, 7 x tables and division facts, 11 and 12 times tables, 11 and 12 x tables and division tables, multiply by 0 and 1, divide by 1 and itself, multiply 3 numbers recall multiplication and division facts for multiplication tables up to 12 x 12 TTRS

solve problems involving area, addition and subtraction, multiplication and division and place value

Geography: As geographers, we will: explore Migration;

Explain what migration is, Set out where migrants go to and from

Describe how migration affects us, Articulate the different types of migration

Explore the reasons why people migrate

Describe what push and pull factors are

Explore the positive impacts of migration for the source and host countries.

Explore the negative impacts of migration for the source and host countries, Examine how the UK has been affected by migration, Articulate economic reasons for migration, Explore how migration from Europe to the UK has mainly been for economic reasons; Examine the impact of this type of migration, Understand what a refugee is, Explore why some people are refugees, Investigate why many people have left their home in Syria, Explain what climate change is and how the climate is changing, Examine how climate change is creating climate refugees, Draft an extended essay reviewing the unit and answering the question



Educate
Protect
Love
Serve

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

Visit to the local museum; local migration to other countries, journeys

DT: As designers, we will: Not taught in this term

English: As readers and writers, we will:

plan their writing by:

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Discussing and recording ideas, draft and write by:

Composing and rehearsing sentences orally (including dialogue), progressively

Building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)

Organising paragraphs around a theme in narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements

Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



MFL: As linguists, we will learn:

To remember key language of the classroom and basic greetings

"i. To revise numbers 1-12 and days of the week

ii. To learn numbers 13 - 31"

"i. To consolidate numbers 1-31

ii. To learn the months of the year"

To ask and answer 'What date is it today?'

"i. To learn the names of the seasons

ii. To join in with a French song"

"i. To learn how to ask for and say your birthday

ii. To sing Happy Birthday in French"

Computing: As programmers, we will: To identify that

sound can be digitally recorded, To use a digital device to record sound, To explain that a digital recording is stored as a file, To explain that audio can be changed through editing, To show that different types of audio can be combined and played together, To evaluate editing choices made



Focus:	Teacher:						
Dates	30/10/23	06/11/23	13/11/23	20/11/23	27/11/23	06/23/23	11/12/23
Events	Inset Day Bodmin- Maths/ English		Progress Meetings	Year 4, 5, and 6 cinema trip	Pupil Progress Meetings	Christmas Performance –	13 th Christmas School dinner and party day Whole School Mass
Genre:	Narrative- The Butterfly Lion			Diary writing			Poetry- Christmas words
English	<p>WK1 EXPLORE – learn text and short burst writing</p> <p>L1 30 min cold task – stick the photo above in their books and ask them to write a story about a young boy who found a white lion cub. Hook – read them model text and get them to act out parts.</p> <p>L2 LQ Can I use paragraphs to write a character description? (short burst writing)</p> <p>Chn learn, Explore and internalise model text – 2 paragraphs - verbal rehearsal and text mapping. Boxing up the story with the children.</p> <p>Make sure they understand text – linked to story mountain</p> <p>L3 LQ Can I use paragraphs to write a setting description? (short burst writing)</p> <p>Chn learn, Explore and internalise model text – 3 paragraphs - verbal rehearsal and text mapping. Boxing up the story with the children.</p> <p>Make sure they understand text – linked to story mountain</p>	<p>Wk2 LANGUAGE and GRAMMAR– continue to learn text and understand what makes the text good</p> <p>L1 LQ Can I use fronted adverbials?</p> <p>Look at boxing up the story with the children. Explore and internalise model text; Then grammar focus – link to text. Making synonyms lists of vocab and phrases</p> <p>L2 LQ Can I use inverted commas in direct speech?</p> <p>Look at boxing up the story with the children. Explore and internalise model text; Then grammar focus – link to text. Making synonyms lists of vocab and phrases</p> <p>L3 LQ Can I use lists with a colon and commas correctly?</p> <p>Boxing up the story with the children. Explore and internalise model text; Then grammar focus – link to text. Making synonyms lists of vocab and phrases</p> <p>L4 LQ Can I identify and use expanded noun phrases?</p> <p>Boxing up with the children. Explore and internalise model text; Then grammar focus – link to text Making synonyms lists of vocab and phrases</p>	<p>Wk3 INNOVATION - Teacher to identify areas chn can change.</p> <p>L1 LQ Can I plan, adapt and rewrite the introduction?</p> <p>Plan - Chn now box up their adaptations of the text. Making slight changes (innovate model text) to the verbs, setting, adjectives, time of day etc....</p> <p>L2 LQ Can I plan, adapt and rewrite the build up?</p> <p>Plan - Chn now box up their adaptations of the text. Making slight changes (innovate model text) to the verbs, setting, adjectives, time of day etc....</p> <p>L3LQ Can I plan, adapt and rewrite the dilemma?</p> <p>Plan - Chn now box up their adaptations of the text. Making slight changes (innovate model text) to the verbs, setting, adjectives, time of day etc....</p> <p>L4 LQ Can I plan, adapt and rewrite the resolution and ending?</p> <p>Plan - Chn now box up their adaptations of the text. Making slight changes (innovate model text) to the verbs, setting, adjectives, time of day etc....</p>	<p>Wk 4 INVENTION – chn plan their own. Teacher to supply toolkit etc...</p> <p>Consolidate learning – use what they have learnt in their writing whilst also following story line of quest/ meeting tale</p> <p>L1 Plan box up their invention of the text./ 1st draft</p> <p>L2 1st draft / edit</p> <p>L3 edit / final draft</p>	<p>Text: Butterfly Lion LQ: Can I write effective sentences for a diary</p> <p>Imitate: Write section of the diary with a focus on Adverbials, adverbs and verbs</p> <p>Imitate: writing using descriptive language choices to describe the scene in the diary.</p> <p>Imitate: writing using expanded noun phrases</p> <p>Innovation: Use the writing frame for diary writing- plan own diary entry</p>	<p>Text: Butterfly Lion LQ: Can I write effective sentences for a diary</p> <p>Innovation: Begin write up of new story with verbal feedback of how to improve from adults.</p> <p>Independent application: Write own diary for hot task over next 3 days with boxed up planning and then writing their story up.</p>	Christmas English Activities

Pathways to Read	The Train to Impossible Places by P.G. Bell Genre – Fiction: fantasy (teaching reading guided, shared and independent reading.)						
Spelling	Challenge Words – List 1-6	Challenge Words – List 7-10 Words with the short vowel sound /i/ spelled 'y' – List 11 Words with the long vowel sound /igh/ spelled 'y' – List 12	Adding the prefix '- over' – List 13 Words with the suffix '-ful' – List 14 Words that can be nouns and verbs – List 15 Words with an /oa/ sound spelled 'ou' or 'ow' – List 16 Words with a 'soft c' spelled 'ce' – List 17 Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' – List 18	Words with a /f/ sound spelled 'ph' – List 19 Words with origins in other countries and languages – List 20 Words with unstressed vowel sounds – List 21 Words ending with /shuhl/ spelled '- cial' – List 22 Words ending with /shuhl/ spelled '- tial' – List 23 Words beginning with 'acc' – List 24	Words with the suffix '-ably' – List 25 Words with the suffix '-ible' – List 26 Adding the suffix '- ibly' to create an adverb – List 27 Words ending in '- ent' and '-ence' – List 28 Words ending in '- er', '-or' and '-ar' – List 29 Adverbs synonymous with determination – List 30	Adjectives to describe settings – List 31 Adjectives to describe feelings – List 32 Adjectives to describe characters – List 33 Grammar Vocabulary 1 – List 34 Grammar Vocabulary 2 – List 35 Mathematical Vocabulary – List 36	
Grammar	GPS Focus Similes, metaphors, personification	GPS Focus Capital letter and full stops/determiners	GPS Focus Clauses- coordinating and subordinating	GPS Focus Clauses- relative – adding more information.	GPS Focus Language focus – word families- nouns, verbs, adjectives, adverbs	Expanded noun phrases- what are they? Possessive pronouns	
Maths	Focus: Area and measures L1- what is area? L2- measure area using squares L3-count squares	Focus: Area and measures L4- Make shapes L5- compare shapes and area L6- End of unit check	Focus: multiplication and division L1- multiples of 3 L2- multiple and divide by 6 L3- 6 x table and division facts L4- Multiple and divide by 9 NCETM and challenges	Focus: multiplication and division L5- 9 x table and division facts L6- 3, 6, 9 x tables L7- x and divide by 7 L8- 7 x tables and division facts NCETM and Challenges/ TTRS	Focus: multiplication and division L9- 11 and 12 x tables L10- multiply by 10 and 1 L11- divide by 1 and itself L12- multiply 3 numbers	Focus: Multiplication and Division End of unit check Interventions with x and division for pupils who are unsure TTRS NCETM and challenge for Higher ability groups.	Christmas maths activities Christmas maths



Focus:	Teacher:	31/10/22	07/11/22	14/11/22	21/11/22	28/11/22	05/12	12/12	
Science Human Anatomy		<p>LQ: Can I explain and identify what are organs and why do we need them?</p> <p><u>Lesson: What are organs and why do we need them? Teacher Hub Oak National Academy (thenational.academy)</u></p>	<p>LQ: Can I explain what are the major bones in the human body?</p> <p><u>Lesson: What are the major bones in the human body? Teacher Hub Oak National Academy (thenational.academy)</u></p>	<p>LQ: Can I find out how does human anatomy compare to other animals?</p> <p><u>Lesson: How does human anatomy compare to other animals? Teacher Hub Oak National Academy (thenational.academy)</u></p>	<p>LQ: Can I investigate and find out that if all teeth the same?</p> <p><u>Lesson: Are all teeth the same? Teacher Hub Oak National Academy (thenational.academy)</u></p>	<p>LQ: Can I learn about how is oxygen transported around our bodies?</p> <p><u>Lesson: How is oxygen transported around our bodies? Teacher Hub Oak National Academy (thenational.academy)</u></p>	<p>LQ: Can I find out and investigate how do humans digest food?</p> <p><u>Lesson: How do humans digest food? Teacher Hub Oak National Academy (thenational.academy)</u></p>		
RE Belonging Advent		<p>LEARNING FOCUS 2: Jesus Calls his Apostles. Dramatise the meeting of the apostles with Jesus. Discuss how they shared their thoughts, hopes and fears about becoming Jesus' chosen helpers.</p> <p>LEARNING FOCUS 3: The Sacrament of Confirmation. Download the Promises from the Come and See website and give children a copy. Invite them to discuss these in groups with a view to creating a series of 'rules to live by', based on what they have discussed (and make a rule for life saying how those promises might be kept in daily life)</p>	<p>LEARNING FOCUS 4: The Call of Confirmation. Prepare a list of questions to ask someone who wants to be Confirmed or who has been Confirmed why they wanted to be confirmed and how they have/or will respond to the call offered in Confirmation.</p> <p>LEARNING FOCUS 5: Living in the Light. Create a dance with a series of strong and weak movements, which dramatizes 'coming out of the darkness into the light'. Reflect on a time when they have come from darkness into light.</p>	<p>LEARNING FOCUS 6: The witness of a Christian call – Sean Devereux. Research and explore the life of Sean Devereux, linking the reading from Corinthians and his life and share your findings with the class.</p> <p>RESPOND: When I am chosen, how will I respond?</p>	<p>EXPLORE: Gifts of love and friendship. Write a character study of an ideal friend, saying what gifts they offer, what commitment they show and why.</p> <p>LEARNING FOCUS 1: God's gift of love and friendship. Design a class book entitled 'Preparing for Jesus, God's gift to the world', which describes and gives reasons for the actions of Christians during Advent. Include the signs and symbols of Advent, how the Church prepares for Christmas and how a Christian family prepares of the coming of Jesus, as well as some Scripture to read.</p>	<p>LEARNING FOCUS 2: God sent Jesus as a gift for everyone. Write a 'thank you' letter to God for sending us the gift of Jesus. Say why you are glad that Jesus lived among us. Give reasons why this helps you to be a better person.</p> <p>LEARNING FOCUS 3: Isaiah looked forward to God's gift. The Messiah. In pairs, read the text from Isaiah 40: Here is your God from God's Story 3 page 62 (column 1 only), make notes on the content and its meaning. What would you proclaim from a high mountain about God's coming? How might you use your gifts to be a joyful messenger? Share your ideas with the rest of the class.</p>	<p>LEARNING FOCUS 4: Gaudete Sunday. Write a letter to Paul replying to his letter and say why you found his letter helpful, what you liked about it and what you plan to do as a result of it.</p> <p>LEARNING FOCUS 5: The birth of Jesus: Wise Men. Analyse a carol about the Wise Men. Where is it the same as the Matthew account and how far is it the imagination of the writer? What truths does it offer? Share your findings with other children who have chosen a different hymn.</p>	<p>LEARNING FOCUS 6: The Church celebrates the gift of Jesus. Design some postage stamps, which could be used at Christmas and would remind people that Christmas is the celebration of the gift of Jesus.</p> <p>RESPOND: What gift of love can I show towards my family and friends this Christmas?</p>	
Music		Christmas songs preparation for Christmas play							
Art		LQ: How can I create pattern without drawing?	LQ: How can I devise my own rules to make a drawing?	LQ: How can I use colour, composition, and shape to make my own pattern?	LQ: How can I use colour, composition, and shape to make my own pattern?	LQ: How can I reflect on my work?	Prepare Christmas cards using pattern and lines.		



Focus:	Teacher:						
Dates	31/10/22	07/11/22	14/11/22	21/11/22	28/11/22	05/12	12/12
PE	<ul style="list-style-type: none"> Swimming Gymnastics - asymmetry/symmetry (GA) 	<ul style="list-style-type: none"> Swimming Gymnastics - asymmetry/symmetry (GA) 	<ul style="list-style-type: none"> Swimming Gymnastics - asymmetry/symmetry (GA) 	<ul style="list-style-type: none"> Swimming Gymnastics - asymmetry/symmetry (GA) 	<ul style="list-style-type: none"> Swimming Gymnastics - asymmetry/symmetry (GA) 	<ul style="list-style-type: none"> Swimming Gymnastics - asymmetry/symmetry (GA) 	<ul style="list-style-type: none"> Outdoor games
MFL	To remember key language of the classroom and basic greetings	"i. To revise numbers 1-12 and days of the week	ii.To learn numbers 13 - 31" "i. To consolidate numbers 1-31	ii.To learn the months of the year" To ask and answer "What date is it today?" i. To learn the names of the seasons	ii. To join in with a French song" "i. To learn how to ask for and say your birthday ii. To sing Happy Birthday in French " French party- Bon Noel		
Computing	Recording Sound Lesson 1: In this lesson, learners will identify the input devices used to record sound and output devices needed to listen to it. They will then record their voices using a computer, and reflect on what makes a good audio recording. Lastly, learners will consider ownership and copyright issues related to recordings.	Editing audio Lesson 2: In this lesson, learners will record and re-record their voices to improve their recordings. They will edit the recordings, removing long pauses and mistakes. Learners will also listen to a range of podcasts and identify the features of a podcast.	Planning a podcast Lesson 3: In this lesson, learners will record their voices and then import and align sound effects to create layers in their recordings. Learners will learn how to save their work so it remains editable. They will then plan their own podcast which they will work on in future lessons.	Lesson 4: Creating a podcast In this lesson, learners will record the voice tracks for their podcast. They will review their recordings and re-record if necessary. Learners will edit, trim, and align their voice recordings, and then save their project so they can continue working on it in the next lesson.	Lesson 5: Combining audio In this lesson, learners will develop their podcast further by adding content such as sound effects and background music. The audio will be layered with their existing voice recordings and exported as an audio file.		
Geography- Migration	LQ: What is migration? Explain what migration is Set out where migrants go to and from Describe how migration affects us	LQ: How do migrants vary? Articulate the different types of migration Explore the reasons why people migrate Describe what push and pull factors are	LQ: How does migration affect people and places? Explore the positive impacts of migration for the source and host countries. Explore the negative impacts of migration for the source and host countries. Examine how the UK has been affected by migration.	LQ: What is economic migration? Articulate economic reasons for migration Explore how migration from Europe to the UK has mainly been for economic reasons Examine the impact of this type of migration	LQ: What is a refugee? Understand what a refugee is Explore why some people are refugees Investigate why many people have left their home in Syria	LQ: How will climate change affect migration? Explain what climate change is and how the climate is changing Examine how climate change is creating climate refugees	Assess understanding- What do I now know? What do I remember? Write an invitation to immigrants/ refugees coming to Bodmin- why should they come?
PSHE/ RSE Session 1: 'Get Up!'	Day 2 – Designed for a purpose	Day 3 – We're Never Bothering Jesus!	Day 4 – Life is precious	Day 5 – New life in Jesus			