

St Dennis Primary Academy

Year: 4

Term: Autumn 2

Curriculum Drivers

Big Question: Where does my food go?

Stunning Start: Making a human digestive system

Fabulous Finish: Designing and creating a chocolate snack

Real life experiences

Creating a digestive system model

Keeping a food diary



English

Storytelling Text: Charlie and the Chocolate Factory

Factory

Imitation: Read Charlie and the Chocolate Factory and learn the text through drama techniques (interviewing the characters)

Spelling, Punctuation and Grammar: Expanded noun phrases (to add detail and precision), prepositional phrases, inverted commas and other punctuation to indicate direct speech accurately.

Innovation: Change the character / setting

Invention: Write a rags to riches tale



Assembly Theme: Aspiration

Emotional Literacy: The zones in me, Understanding different perspectives, Me in my zone

Wellbeing

Physical wellbeing — Learning about healthy lifestyles through balanced diets and physical activity— keeping a food diary

Mental wellbeing— Circle time activities exploring new beginnings and change.



Mathematics:

White Rose Units:

Addition and subtraction

Multiplication and division

Measurement - Area



Oracy

Physical: Focus - Movement, tone, volume and pace to influence meaning in English through drama techniques.

Linguistic: Focus - Word choice, phrasing and specialist vocabulary in RE Expressing ideas using specialist vocabulary.

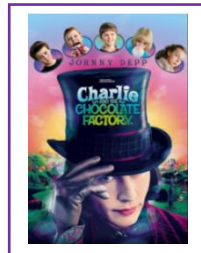
Cognitive: Focus - Evidence, questioning and reflection in History when citing historical events (e.g. Viking raids, Battle of Hastings) and asking probing questions.

Social and Emotional: Focus - Turn-taking, audience awareness and impact of words in PSHE through feedback during role-play (practising respectful dialogue).



Wider Curriculum Writing: Explanation. Create an explanation of how the digestive system works (Science)





Novel Study: The Great Chocoplot by Chris Calloghan











Environment and Community

Eating for a sustainable environment – WWF



	Science 	History 	RE 	Computing 
Unit title:	Subject: Biology Unit: Animals including humans	Themes: Settlements / Conflict Unit: What caused the Battle of Hastings and what were its effects?	Theme: Gospel Unit: What kind of world did Jesus want? (Unit 25)	Area: Programming Unit: Repetition in shapes Natterhub: Feel it
Builds On:	Year: 3 Term: Autumn 1 Unit: Living things in their habitats	Year: 3 Term: Spring 2 Unit: How did Britain change during prehistory?	Year: 2 Term: Autumn 2 Unit: Gospel: What is the good news Christians believe Jesus brings? (Unit 14)	Year: 3 Term: Summer 1 Unit: Events and actions in programs
Memory Master:	Name parts of the body/bones and explain the function of bones and muscles.	Explain how homes and settlements changed during prehistory and why (explanation with diagrams).	Revisit good news that Jesus brings in Y2 Gospel unit.	Vocabulary Programming Quiz - motion, event, sprite, algorithm, logic, move, resize, extension block, action, debugging, errors, code, actions.
Lesson Sequence:	I can name the basic parts of the digestive system and describe their functions.	What was the cause and consequence of the Viking raid on Lindisfarne?	How do you think they felt when they were asked to be 'fishers of men'?	I can identify the accuracy in programming is important.
	I can identify the different teeth and describe their functions.	How did the Anglo-Saxons respond to the Viking threat?	What is an evangelist? How is a vicar like a fisher of men?	I can create a program in a text-based language.
	I can plan and carry out an investigation. I can communicate my results.	What was life like in areas under Viking rule?	What can Christians learn from the story of Jesus and the leper?	I can explain what 'repeat' means.
	I can construct and interpret a variety of food chains.	How and why did power move between the Anglo-Saxons and Vikings?	What is Jesus trying to teach his followers about how to act through the parable of the Good Samaritan?	I can modify a count-controlled loop to produce a given outcome.
	I understand what producers, predators and prey are. Show what you know	Why was Edward the Confessor significant? Show what you know.	What kind of world did Jesus want? Show what you know.	I can decompose a task into small steps. I can create a program that uses count-controlled loops to produce a given outcome.
Composite:	Different food chains labelled with producer, predator and prey, with an explanation.	Cause and effect diagram of Battle of Hastings and effects.	Read Luke and draw picture of part of the story they feel is most significant for teaching Christians about how to act.	Children use a text-based programming language to explore count-controlled loops when drawing shapes.
Impact:	Children know names and functions of each part of digestive system and different types of teeth in humans and their purpose. They will extend knowledge of food chains by constructing and interpreting a variety of food chains, identifying producers, predators and prey.	Children can describe the causes and consequences of the Viking raids, and how life changed under Viking rule. They can understand the cause and effects of the Battle of Hastings in Britain.	Children can identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. They make links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.	Children know what a repeated pattern is and how the repeat structure works and the sequence will run to the bottom before it loops around and the importance of the value being attached to the command. They recognise a count-controlled loop and understand it must contain repeat command. They can match codes to algorithms and know that to draw shapes, codes are repeated e.g. 6 times for a hexagon as it has 6 sides.

	Art and Design 	Physical Education (REAL PE) 	Sport (PE Planning) 	Design Technology 
Unit title:	Technique: Craft and design Artist: Amy Cooper	Learning focus: Social Unit: REAL Gym	Unit: Tag Rugby	Area: Food Unit: Adapting a recipe
Builds On:	New this year	Year: 3 Term: Spring 1 Unit: REAL Gym	Year: 3 Term: Autumn 2 Unit: Tag Rugby	Year: 3 Term: Autumn 1 Unit: Eating seasonally
Memory Master:	New this year	N/A	N/A	Quiz on Eating Seasonally
Lesson Sequence:	Artist I can recall the key features of ceramic artist Amy Cooper.	Cog: Social Warm up games Shape up, Bounce in time Fundamental Movement Skills Balance (Partner work), Rotation (Floor work) Rotation (Hand apparatus) Skills Application Introduction to partner balance, Reaching out, Acrobatic sequences, Beanbag rolls Jump, rotate, balance	I can pass and catch on the move.	Research: I can research how biscuits are mass produced.
	Experiment I can roll clay to a consistent thickness I can use slip and scoring to join clay.		I can keep in a horizontal line with others when running.	Skills: I can prepare ingredients by measuring and sifting. I can roll out dough to an even thickness. I can use cutters to create identical shapes.
	Plan I can develop my ideas for my tea light.		I can pass the ball backwards.	
	Create I can create my clay tealight holder.		I can apply simple attacking tactics.	Design: I can design a biscuit and its packaging.
	Evaluate I can review and revisit my creation.		I can apply simple defending tactics.	Make: I can make a biscuit by following a recipe.
Composite:	To create a Christmas themed tealight holder.	Children will learn, develop and apply balance and rotation on the floor, with hand apparatus and partner work through focused skill development, sequence creation and games.	A tag-rugby game focussing on skills of attaching and defending,	Children will make a prototype biscuit and packaging, by adapting existing products.
Impact:		REAL PE – Social Cog Children are happy to show and tell others about their ideas.	Children can move away from opponents and when running. They can pass and catch successfully and are improving skills whilst on the move. They can move forward to attack as part of a team – running in a line. They know to keep in a line and spread out to defend.	Children will be aware of a wider industry, some of which is local. They will understand the idea of market research and how to adapt a product based on feedback.

	PSHE 	PSHE 	PSHE 	Spanish 
Unit title:	Brook Learn 1 Unit: Resolving Conflict and Managing Negative Pressure	Brook Learn 2 Unit: Everyday Safety and Basic First Aid	Theme: Anti-bullying	Unit: Me Presento (<i>Presenting Myself</i>)
Builds On:	Year: Year 3 Term: Autumn 2 Unit: Individual and Collective Strengths	Year: Year 3 Term: Autumn 2 Unit: Road Safety	Year: Year 3 Term: Autumn 2 Unit: N/A	Year: 3 Term: Summer 1 Unit: Sé... (<i>I know how...</i>)
Memory Master:	Revisit what makes a good team and team member.	Revisit the Stop Look and Listen road safety rule.	N/A	Revisit the first set of phonics sounds / phonemes CH J Ñ LL RR
Lesson Sequence:	I can identify how friendships support my wellbeing.	I can learn and practise how to keep myself and others safe.	I can define respect.	I can ask someone how they are feeling as well as ans the question.
	I can explain how to manage and solve conflict.	I can care for myself and others.	I can explain how to show respect to others.	I can ask and answer the question '¿Cómo te llamas?' (What is your name?).
	I can explain when and how to get support.	I can learn how to safely get help in an emergency, including calling 999.		I can consolidate numbers 1-10 and to introduce numbers 11-20.
	I can identify what peer pressure is.			I can consolidate knowledge of numbers 1-20 and learn how to ask and answer the question '¿Cuántos años tienes?' (How old are you?).
			I can ask and answer the question '¿Dónde vives?' (Where do you live?) and the basics of adjectival agreement.	
Composite:	Role-play and solve friendship conflict scenarios.	Spot the dangers 360 photo challenge.	Role play scenarios that show respectful and disrespectful disagreements. Create a 'Respect Pledge'.	Conversation combining sentences and questions about their name, age and where they live.
Impact:	Pupils will be able to maintain healthy friendships.	Pupils will be introduced to everyday safety, common hazards and how to identify them.	School will be an inclusive place for all, and pupils will feel empowered to speak out against bullying.	Children can present themselves both orally and in written form. They start to create sentences of their own using a range of personal details including name, age, where they live and nationality.