



Studlands Rise First School – Year 4 Overview – Autumn Term 2019



<p>Literacy</p> <ul style="list-style-type: none"> ➤ Writing and performing a play ➤ Non chronological Reports ➤ Vocabulary Building ➤ Take One Book ➤ Poems and Riddles 	<p>Maths</p> <ul style="list-style-type: none"> ➤ Number and place value ➤ Addition and Subtraction ➤ Multiplication and division ➤ Geometry ➤ Measure ➤ Fractions ➤ Statistics 	<p>History</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Children will learn about Viking raids and invasion, resistance by Alfred the Great, Anglo-Saxon laws and justice and Edward the Confessor.</p>
<p>Science</p> <p>Classify living things</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. <p>Digestive system & teeth</p> <ul style="list-style-type: none"> • Set up simple, practical enquiries and fair tests. • Gather, record, classify and present data. • Record findings. • Use results to draw simple conclusions. • 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. <p>Food chains</p> <ul style="list-style-type: none"> • Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>D & T</p> <p>Viking shields and cooking</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. • Select from and use a wider range of tools and equipment. • Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand and use electrical systems in their products. 	<p>RE</p> <p>Belonging</p> <ul style="list-style-type: none"> • Develop religious and moral vocabulary to describe key features • Know the function of objects, places and people within religious practices and lifestyles. <p>Hindu teaching about God</p> <ul style="list-style-type: none"> • Identify ultimate questions and recognize that there are no universally agreed answers to these. • Know the function of objects, places, and people within religious practices and lifestyles. • Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour <p>Worship in a Hindu home</p> <ul style="list-style-type: none"> • Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. • Identify religious symbols and symbolic actions. <p>Christmas</p> <ul style="list-style-type: none"> • Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teaching for some religions. • Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities including their own.
<p>Music</p> <p>Charanga Kirkless Music Scheme - Mamma Mia & Glockenspiel Stage 2. They will have an opportunity to develop their skills through;</p> <ul style="list-style-type: none"> • Warm Up Games (including vocal warm ups) • Flexible Games (optional extension work) • Learning to Sing the Song. Play Instruments with the Song • Improvising with the Song (and optional extension activities) • Composing with the Song • Performing and sharing their learning as they progress through the unit of Work. 	<p>ICT</p> <p>Word Processing & Digital Research</p> <ul style="list-style-type: none"> • Use digital research to follow a line of enquiry and presenting this data in variety of ways. • In this unit children will learn about formatting images and organising content into and effective layout. 	<p>PE</p> <p>Swimming</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of 25 metres. • Use a range of strokes effectively. • Perform safe self-rescue in different water-based situations. <p>Dance</p> <ul style="list-style-type: none"> • Perform dances using a range of movement patterns. <p>Games</p> <ul style="list-style-type: none"> • Play competitive games and apply basic principles suitable for attacking and defending. <p>Gymnastics</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance.
	<p>ESafety</p> <p>Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behavior; identify a range of ways to report concerns about content and contact.</p>	
	<p>Art</p> <p>Andy Warhol</p> <ul style="list-style-type: none"> • Create sketchbooks to record observations • Improve their mastery of art and design techniques, including drawing and painting. • Learn about great artists in history 	
	<p>PSHE</p> <p>Jigsaw Program</p> <ul style="list-style-type: none"> • Being me in my world • Celebrating difference <p>Sports leadership</p>	

