

Year 4 English – Autumn 1

Prior knowledge:

- predict what might happen from details implied
- drawing inferences of a character’s thoughts, feelings and motives
- describing settings and characters
- structure of paragraphs

Golden Thread of Learning:

Within this term, children will be writing in the style of the author through narrative writing. They will be using immersive activities such as hot seating, role plays and conscious alleys to infer the character’s thoughts and feelings. Children will also be identifying how character’s, settings and atmosphere develop through the text, whilst understanding the impact of language on this. This will also be an opportunity to learn new grammatical structures such as embedding and punctuating dialogue correctly.

Book	James and the giant peach	James and the giant peach	James and the giant peach	James and the giant peach	James and the giant peach	James and the giant peach
Learning outcome	L.I: To discuss the text and make predictions based on evidence.	L.I: To use adjectives to write a character description and identify a character’s motivations and feelings.	L.I: To identify language used to create atmosphere.	L.I: To sequence and story map the plot.	L.I: To plan a narrative by identifying the purpose and audience for writing.	L.I: To draft a narrative.
Activity	<p>L1: Stunning start</p> <p>L2: look at the front cover and blurb of the book. Chn to write a predication in the books using inference skills.</p>	<p>L1: Starter: recap what are adjectives?</p> <p>Read chapter 1 & 2 to children - whilst reading children write words related to the characters. Chapter summaries</p> <p>Main Task: Chn have pictures of characters – character analysis – annotate adjectives / similes around pictures.</p> <p>L2: Starter: Role play / Hot seat</p>	<p>L1: Peach Sensory Experience</p> <p>Chn to observe, touch, taste, smell, feel, peaches. Chn to write sentences using their 5 senses.</p> <p>L2: PAL – Starter introduce show not tell.</p> <p>L3: Main Task: Chn to write effective setting description to engage the reader.</p>	<p>L1: Starter: revise speech marks from previous lesson.</p> <p>Read chapter 11.</p> <p>Task: Chn annotate pictures of the grasshopper / centipede using personality traits & physical appearance.</p> <p>L2: Chn to write a dialogue between James and a chosen insect using inverted commas.</p> <p>L3: Starter: recap chapter 10 & 11</p>	<p>L1: Chn to write chapter 10</p> <p>L2: Chn to write chapter 11</p> <p>L3: Edit chapter 10</p> <p>L4: Edit chapter 11</p> <ul style="list-style-type: none"> • Planning narrative- considering purpose, language 	<p>L1: Write CW books</p> <p>GD: characters are developed through show not tell techniques, using actions, speech and reactions.</p> <p>Use character speech in writing.</p>

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		<p>Chn to write a character description.</p> <p>L3: Read chapter 3-6 Summarise and role play / class discussions.</p> <p>L4: Read chapter 7-9 Summarise and role play / class discussions. After reading Ch9 ask chn to predict what happens next on post-it notes in pairs.</p>	<p>L4: Starter: what are speech marks? When are they used? Read chapter 10 Whilst reading children write words related to the setting and characters. How did James get into the hole? Look for descriptive words / phrases – use thesaurus for different words.</p>	<p>Main Task: chn to draw storyboard</p> <p>L4: Starter: refresh fronted adverbials.</p> <p>Features of a narrative (PALS) Punctuation, paragraphs.</p>	<ul style="list-style-type: none"> • Identify purpose and audience for writing. • Plan the content and language features/punctuation for each paragraph • Use character speech in writing. 	
Outcomes	<ul style="list-style-type: none"> • To make predictions based on the text 	<ul style="list-style-type: none"> • To make inferences on characters through activities such as hot seating, role on the wall 	<ul style="list-style-type: none"> • To identify the language features of the text and the impact of these on the reader 	<ul style="list-style-type: none"> • To use inverted commas. • To understand the sequential plot of the text • To use fronted adverbials to link sentences together. • To write in organised paragraphs 	<ul style="list-style-type: none"> • To identify the purpose of writing the narrative and who the audience will be • To identify language features such as paragraphs around a theme, dialogue to convey action and adverbials of time 	<ul style="list-style-type: none"> • To identify the purpose of writing the narrative and who the audience will be • To identify language features such as paragraphs around a theme, dialogue to convey action and adverbials of time
SEN	Join in with class with support and prompting. Colourful semantics, picture labelling.	Join in with class with support and prompting. Different feelings and match with pictures from book	Join in with class with support and prompting. Sensory - peaches	Join in with class with support and prompting. Order pictures and sentence of story.	Chn to make puppets of main characters and retell the story. Write simple sentences to show what they can recall in chapters 10 and 11.	Copy up their simple sentences into their CW books.

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Key words	Blurb Character Taste Feel Touch Smell Senses	Character Aunt sponge Aunt spiker James Personality Appearance	Atmosphere Metaphor Personification	Language Purpose Audience	Purpose and audience	Purpose and audience Direct speech Paragraphs Fronted adverbials adjectives
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Year 4 – Maths Autumn 1							
Topic of learning	Place Value	Place Value	Place Value	Place Value	Place Value	Addition and Subtraction	Addition and Subtraction
Learning Outcome	<p>Lesson 1 Year 4 RTP – NPV 1 Know that 10 hundreds are equivalent to 1000 -</p> <p>Lesson 2 White Rose – Step 1 Represent numbers to 1,000</p> <p>Lesson 3 White Rose – Step 2 Partitioning numbers to 1,000</p> <p>Lesson 4 White Rose – Step 4 Thousands</p> <p>Lesson 5 RTP -NPV 2 & White Rose – Step 5 Recognise the place value of each digit in a four-digit number</p>	<p>Lesson 1 White Rose – Step 6 Partition numbers to 10,000</p> <p>Lesson 2 RTP -NPV 2 Compose and decompose 4 digit numbers</p> <p>Lesson 3 RTP -NPV 2 Compose and decompose 4 digit numbers</p> <p>Lesson 4 White Rose – Step 8 Finding 1, 10, 100 1000 more or less</p> <p>Lesson 5 Year 4 RTP – NPV 3 Reason about the location of any 4-digit number – with</p>	<p>Lesson 1 Year 4 RTP – NPV 3 Reason about the location of any 4-digit number – with a number line to 1000</p> <p>Lesson 2 White Rose – Step 11 Compare numbers to 10,000</p> <p>Lesson 3 White Rose – Step 12 Order numbers to 10,000</p> <p>Lesson 4 White Rose – Step 13 Roman numeral</p> <p>Lesson 5 White Rose – Step 14</p>	<p>Lesson 1 White Rose – Step 15 Round numbers to 100</p> <p>Lesson 2 White Rose – Step 16 Round numbers 1,000</p> <p>Lesson 3 White Rose – Step 17 Round to the nearest 10,100 an1,000</p> <p>Lesson 4 Year 4 RTP - NPV 4 Reading scales with 2,4,5 or 10 intervals</p> <p>Lesson 5 Times table focus The 3, 6 and 9 times table</p>	<p>Lesson 1 Year 4 RTP - NPV 4 Reading scales with 2,4,5 or 10 intervals</p>	<p>Year 3 ready to progress:</p> <ul style="list-style-type: none"> • Add and subtract up to three-digit numbers using columnar methods. • Understand the inverse relationship between addition and subtraction. • Understand and use the commutative property of addition, and understand the related property for subtraction. <p>White rose:</p> <ul style="list-style-type: none"> • Add and subtract 1s, 10s, 100s and 1000s. • Add up to two 4-digit numbers – no exchange. • Add up to two 4-digit numbers – one exchange. <p>Add up to two 4-digit numbers – more than one exchange.</p>	<ul style="list-style-type: none"> • Subtract up to two 4-digit numbers – no exchange. • Subtract up to two 4-digit numbers – one exchange. • Subtract up to two 4-digit numbers – more than one exchange. <p>Efficient subtraction/Estimate answers/Checking strategies.</p>

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		a number line to 1000	Round numbers to 10				
SEN	Create images of different 2 digit numbers	Adding 1-digit numbers using resources	Counting- 1s	Counting in 2s			Subtracting using numicon/cubes
Key words	Equivalence, exchanging, thousands, hundreds, tens and one	Partitioning, more, less, linear number system	Larger, smaller, ones, tens, hundred, thousand, standard partitioning, non-standard partitioning	Nearest multiples, intervals, factors, products		Addend, sum, minuend, subtrahend, difference	minuend, subtrahend, difference

Y4 Science (Autumn 1) – LIVING THINGS & THEIR HABITATS

Year 4 Overview

- Recognise that living things can be grouped in a variety of ways.
- Explore and use keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- **Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)**

Progression	Prior	<p>In Year 2 & 3 the children will have:</p> <ul style="list-style-type: none"> • Explored and compare the differences between things that are living, dead, and things that have never been alive. • Identified that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identified and name a variety of plants and animals in their habitats, including microhabitats. • Described how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • Noticed that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans) • Explored the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)
	Current	YEAR 4
	Next	<p>In Year 5 the children will:</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

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	<ul style="list-style-type: none"> Describe the life process of reproduction in some plants and animals 					
<p>Key end outcomes</p>	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> Talk about and describe range of habitats and their plants & animals (building on from Y2 work) Compare animals and plants Ask and answer yes/no questions Identify plants and animals using a key Group animals & plants in a variety of ways and give reasons Construct keys to help others to identify animals & plants construct and interpret a variety of food chains, identifying producers, predators and prey Give examples of how an environment has changed due to human impact or natural phenomena Talk about actions they could take to protect our planet 					
<p>Resources to support teaching and learning</p>	<p>TAPS resources A scientist like me Explorify I bet you didn't know resources ASE PLAN resources PSTT Book (each year group / team leader has one)</p> <p>Trips: Epping forest workshop https://educationalworkshops.co.uk/workshop/learning-at-epping-forest-outdoor-learning-school-trips-curriculum-linked-activities-essex/ Local Park</p> <p>In school workshops – animals /insects</p>					
<p>Learning Intention</p>	<p>L.I: I can describe how some animals are adapted to</p>	<p>L.I: I can describe the conditions in some microhabitats. I can identify some of the</p>	<p>L.I: I can identify invertebrates using a key.</p>	<p>L.I: I can draw food chains for different plants and animals and describe the relationship</p>	<p>L.I: I can describe how hedgehogs change their behaviour in</p>	<p>L.I: recognise that environments can change and that this can sometimes pose</p>

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	live in an Arctic habitat or a hot desert habitat.	living things found in a garden or woodland habitat.		between predators and their prey.	different seasons. I can make a campaign poster for helping to protect hedgehogs and their habitats.	dangers to living things
Scientific enquiry skills	<ul style="list-style-type: none"> • Research • Identifying grouping and classifying 	<ul style="list-style-type: none"> • Research • Identifying grouping and classifying • Observation 	<ul style="list-style-type: none"> • Research • Identifying grouping and classifying 	<ul style="list-style-type: none"> • Research • Identifying grouping and classifying 	<ul style="list-style-type: none"> • Research • Identifying grouping and classifying • Observation 	<ul style="list-style-type: none"> • Research • Identifying grouping and classifying
Recap Prior learning	<p>Mindmap prior learning about topic</p> <p>What do you already know about living things and their habitats? What is a habitat? What living things can you name? What animal groups can you name?</p>	<p>What do you already know about woodland or garden habitats? Think or talk about a garden, park or woodland near your home or the school field.</p> <p>What kind of animals, plants and other living things do you know that live there?</p>	<p>What is a habitat? What animals live there? What is a micro habitat? Can you name examples? What animals live in a log micro habitat?</p> <p>What is a vertebrate?</p> <p>What is an invertebrate?</p>	<p>What is an invertebrate? What do you already know about how animals feed?</p>	<p>What is a micro habitat?</p> <p>Can you name examples?</p> <p>What are the four seasons? What are the main animal types?</p> <p>What name is given to animals that hunt at night?</p>	

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	What is a microhabitat?					
Key Question	How are animals adapted to their habitat?	What do you already know about woodland or garden habitats?	How can we classify invertebrates using their features?	What is a food chant?	How do humans impact wildlife?	How do environments change?
Activity	<p>What is a habitat? - A habitat is a place where an animal lives, providing it with water, food and shelter. Many animals have special features or skills to help them survive in their habitat. They are adapted to live there. Watch this BBC clip: https://www.bbc.co.uk/teach/class-clips-</p>	<p>Watch this clip about earthworms. https://www.nhm.ac.uk/discover/earthworm-heroes.html</p> <p>Talk about two reasons why earthworms are important in a garden or wood. Can you think of any other animals that break down leaves? Watch this clip to find more: https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-fallen-leaves-fungi-slime-molds/z7cb47h</p>	<p>Starter: Investigate... Spread out about 10 different liquorice allsorts Talk about their features:</p> <ul style="list-style-type: none"> • Round or square? • Number of different colours? • Smooth or rough surface? <p>In groups, Making a key for 4 items. Select two different square shaped sweets and two round shaped sweets. Make your first question 'Is it a square shape? Think of different questions to</p>	<p>Discuss: All animals need to eat food to survive.</p> <ul style="list-style-type: none"> • What is the name of an animal that only eats plants? • What is the name of an animal that only eats other animals? • What is the name of an animal that eats both plants and other animals? 	<p>What do you already know about hedgehogs? The hedgehog is one of the animals featured in the 'food chain game' you played last lesson. Can you remember some of the food hedgehogs like to eat?</p>	<p>Use secondary sources to find out about how environments may naturally change and about human impact, both positive & negative, on environments</p> <p>Use fieldwork to explore human impact on the local environment e.g. litter, tree planting</p> <p>Walk around Wansted park, what concerns do we have?</p>

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<p>video/science-ks1-ks2-wonders-of-nature-polar-bears-in-their-habitat/z73ygw</p> <ul style="list-style-type: none"> • Where is a polar bear's den? • In which habitat do polar bears live? • How are they adapted to live in their habitat? <p>Watch this clip about different types of owls. Try to jot down the habitats they live in and think about how each owl is adapted to their habitats.</p>	<p>What animals, plants and fungi do you think grow in the woods or garden?</p> <p>There are a huge variety of animals, plants and fungi in woods and gardens.</p> <ul style="list-style-type: none"> • Some animals live, feed and move around in the habitat, such as birds and rabbits. • Other animals live all their time in a small place or micro-habitat. <p>What kind of animals do you think you might find in the following micro-habitats?</p> <p>Tree Long grass Beneath piles of leaves.</p>	<p>sort</p> <p>(a) the square shapes. (b) the round shapes.</p> <p>Select 8-10 different sweets and try writing down some questions which will give the answer 'yes' for some sweets and the answer 'no' for the rest: For example: Is it round? Is it pink? Is it smooth? Test each question by sorting the sweets into two piles: For example: Is it a square shape?</p> <p>Odd one out: slug, beetle, worm</p> <ul style="list-style-type: none"> • Which one do you think is the odd one out? <p>Think about the insects' features to help you. You may have chosen body colour, body shape, number of legs or another feature to</p>	<p>https://www.bbc.co.uk/bitesize/topics/z484382/articles/zwbtxsg</p> <ul style="list-style-type: none"> • Where does a food chain start? • Which animals are herbivores? • Which animals are carnivores? <p>Explain: A food chain starts with energy from the Sun because plants need the Sun's light energy to make their own food in their leaves. Plants are eaten by animals. These animals are then food for other animals, creating a food chain.</p> <p>Show the children a food chain what do they arrows show? - The arrows in the food chain show the flow of energy.</p>	<p>Hedgehogs are omnivores, although they prefer minibeasts such as insects, slugs, snails and worms to berries! Do you think they eat the same food all year round?</p> <p>Talk about how the changing seasons might affect hedgehogs. Watch this clip about a hedgehog throughout the year. Try to jot down notes about their behaviour and what they find to eat.</p> <p>https://www.bbc.co.uk/programmes/p0119pfv</p> <p>Explain it is estimated there were 30 million</p>	<p>what is the human impact?</p> <p>Have a look at the lake - explain to children there is an ongoing concern as the lake had dried out- what is the environmental impact of this?</p>
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<p>https://www.bbc.co.uk/bitesize/clips/zn2hnr</p> <p>Children may notice: Snowy owls live in the Arctic and have mostly white feathers as camouflage, so their colour blends in with the snow.</p> <p>Great grey owls live in pine forests and have very thick feathers to keep warm. Elf owls live in the hot desert and find holes in cactus plants. They hunt insects at night when it is cooler.</p>	<p>https://www.bbc.co.uk/programmes/p003lc9k https://www.bbc.co.uk/programmes/p003kmh2</p> <p>Task: Observing a habitat and micro-habitats by conducting a survey (Go to Wanstead park) Conduct a survey of the habitat. You can also find animals or plants in micro-habitats by looking under logs, stones, bushes or loose soil. Use the</p>	<p>What kind of animals might move around to feed in a whole garden habitat?</p> <p>Jot down your ideas. Watch these clips for clues.</p> <p>describe the odd one out. Can these features help you make classification key questions? E.g. Is it a brown colour? Does it have a long thin body? Does it have any legs?</p> <p>Create own keys using a choice of four invertebrates.</p>	<p>Play this food chain game to identify some woodland producers and consumers. https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/zsphrwx</p> <p>Write down a list of predators and their prey from the food chain game.</p> <p>Task: Provide the children with a selection of animals and ask them to create 4 different food chains. Label each living thing as producer or consumer. Write short sentences underneath to describe the predators and prey in the food chain.</p> <p>Extension:</p>	<p>hedgehogs in the UK in the 1950s. A recent survey suggests there are now between 1 and 1.5 million hedgehogs.</p> <p>Can you think of reasons why hedgehog numbers have fallen?</p> <p>Task: Design a campaign poster to support making gardens more 'hedgehog friendly'. Children can research organisations such as People's Trust for Endangered Species (PTES) and the British Hedgehog Preservation Society campaign for the protection</p>	
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	<p>Flammulated owls live in mountain forests and have feathers which match the pattern of bark on trees for camouflage.</p> <p>Explain that many animals have special features or skills so that they are suited to their habitat. These are called adaptations. For example, the Arctic fox and the desert fox are different from the foxes we see in the UK. How do you think they are different? Watch the first</p>	<p>identification key to help you and note down the number of animals and where you find them.</p> <p>Possibly take wooden lolly sticks or spoons to look through instead of touching with hands.</p> <p>Health and safety: Take care with the plants and animals you find. Avoid touching them, especially those which might bite or sting. Remember to leave the plants and animals in their habitat.</p> <p>Back in class, make a poster of 3 /4 different micro-habitats you found. (e.g. a tree, a large stone (possibly with moss growing on top), log, a bush, etc)</p>		<p>Create their own food chain for</p> <p>Research the relationship between</p> <p>ants, tiger beetles and parasitic wasps</p>	<p>of hedgehogs and their habitats. Find out about their work:</p> <p>https://ptes.org/campaigns/hedgehogs/</p> <p>https://www.britisjhedgehogs.org.uk/</p> <p>Choose the issues you think are most important. For example:</p> <ul style="list-style-type: none"> • Close-panel fences and garden walls can stop hedgehogs moving to find food and a mate. • Garden chemicals can kill animals which hedgehogs like 	
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	<p>Watch until 2:28. https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-how-animals-have-adapted/z4y76v4</p> <ul style="list-style-type: none">• What special features, or adaptations, does the Arctic fox have?• What adaptations does the desert fox have? <p>Main Task: ask the children to create a poster / fact file showing the adaptations of animals in a hot desert</p>	<p>Describe the conditions in each micro-habitat.</p> <ul style="list-style-type: none">• Dry, damp or wet?• Light, dim or dark?• Warm or cool? <p>Add the names of some living things you found.</p>			<p>to eat, like slugs and snails.</p> <ul style="list-style-type: none">• Pond edges can be too steep for hedgehogs to climb.• Hedgehogs prefer rough areas or bonfire piles for hiding or hibernation - but take care when burning or strimming!• Loose netting and litter can catch round a hedgehog.	
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	<p>environment compared to artic environment. They can use laptops and books to do their own research on different animals and how they are adapted to the artic and desert habitats.</p> <p>LA children can annotate around pictures of animals provided. Or create a fact file / poster about the animals seen in the videos. E.g. the Arctic fox, the snowy owl, the desert fox and the elf owl. They</p>					
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	can use what you have learnt as a class and provide them with the appropriate pictures and a word bank.					
SEN	Name and sort animals in different habitats. Extended by labelling some adaptations.	Look for different animals / insects with adult support. Take pictures. LC to record any comments made by child on post it.	Vertebrates / invertebrates sorting cards	Provide children with pictures and allow them to create food chains with support	Hedgehogs pictures label Hedgehogs habitat	Join whole class Take pictures Identify positive / negative aspects in environments
Resources	<ul style="list-style-type: none"> • Relevant Videos • Laptops / iPad / tablets • Information books. 	<ul style="list-style-type: none"> • Wooden spoons or Old spoons that will only ever be used for this type of fieldwork / lolly sticks (optional) • 	<ul style="list-style-type: none"> • Liquorice allsorts 		<ul style="list-style-type: none"> • Laptops / iPad / tablets • Information books. 	<ul style="list-style-type: none"> • Relevant Videos • Laptops / iPad / tablets <p>Information books.</p>
Key Vocabulary	Environment, adapt, adaptation, conditions, habitat, camouflage,	Environment, habitat, condition, microhabitat, identification key, survey, park,	Classify, key, feature, invertebrate.	Carnivore, consumer, food chain, herbivore, omnivore, predator, prey, producer.	, Hedgehog, environment, habitat, human impact, positive, negative, migrate,	Environment, habitat, hibernate, human impact, season. Positive, negative.

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	migrate, hibernate.	woodland, garden, plant, insects, fungi.			hibernate, climate change	
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Year 4	Geography- Changes in our Local Area (RGS – The United Kingdom)						
<p>Key Thread of Learning - Year 4 Changes in our Local Area: This learning journey starts with a standalone lesson with mapping skills from the RGS. Children will develop their knowledge of keys from KS1 by familiarizing themselves with OS keys and map symbols. Using 4 figure grid references, children will explore the system and symbols. The learning continues with developing knowledge of topographical maps and climate to plan a rural landscape route in the UK. The remainder of the learning is about location cities and counties in the UK and their link to former industrial land use as the human geography strand. Identities of towns and cities are explored with football clubs and names reflecting their industrial past. Human geography will then be explored as a field study for the impact of changing land use building on the London learning in Y1 with London landmarks, focusing on the redevelopment of Stratford. Field study work will be undertaken with data collection in the form of a survey about reasons why people have chosen to live in the local area. Locational knowledge: Locating the cities and counties in the UK and the geographical regions as part of the mapping exercise. Place Knowledge: Identify the human geography of a region or city and the impact of industrial land use. Human and Physical Geography: Children describe key aspects of settlement and urban areas and the links to land use. Mapping and fieldwork: Use OS maps and 4 figure grid references and symbols to locate features on a map. Use field work to present data on human movement in the local area using surveys and digital technology. Prior Knowledge Builds on children’s locational knowledge of the UK from Year 2 and their understanding of settlements and land use from the previous half term.</p>							
<p>Learning outcome</p>	<p>To learn why map symbols are used and to recognize OS map symbols.</p>	<p>To locate key topographical features of the UK, describe and understand key aspects of the UK’s physical and human geography and use Ordnance Survey maps</p>	<p>To be able to name and locate counties and cities of the UK To understand the different farming and agriculture of the UKs countries and counties.</p>	<p>To name and locate UK cities and industrial land use and understand how these aspects have changed over time.</p>	<p>Name and locate cities of the UK and understand how their characteristics have changed over time. Describe and understand physical and human influences on the growth, development and functionality of cities.</p>	<p>Name and locate capital cities. Describe and understand key aspects of human geography including migration, multi-culturalism and ethnicity.</p>	<p>End of Unit assessment</p>
<p>Activity</p>	<p>RGS - Map skills – Lesson 4 Year 4</p>	<p>Use aerial photographs of the UK to recap human</p>	<p>Recall the term ‘county’ and discuss what it means. How</p>	<p>What is a city? Which city do we live in?</p>	<p>Recall children’s prior knowledge of the changes that took place in Stratford when the</p>	<p>Children estimate number of different nationalities and languages spoken in London.</p>	

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	<p>Explore different types of maps (tube, road, bus etc.) Why do we have different maps? Through questioning establish which maps could be used for different purposes e.g. locating the post office or planning a journey.</p> <p>Introduce children to OS maps. Explain their purpose. Explore the symbols and grid referencing system. Children use OS map of local area to find 4 figure grid reference for given symbols.</p>	<p>and physical features.</p> <p>Provide children with info about the UK climate and the UK landscape including rivers and mountain ranges.</p> <p>Children use this information to work in small groups to plan a journey around the UK for the 3 Peaks Challenge.</p>	<p>is it different from country and city? Which country, county and city do we live in? Model this using the address of the school.</p> <p>Show children a map of the UK with counties. Do they recognize any of these areas? Introduce pupils to the different foods that are grown in different regions, counties and countries of the UK.</p> <p>In small groups, pupils produce information posters relating to manufactured food products from specific counties/regions of the UK. Use a child-friendly search engine to research specific regional foods</p>	<p>Children look at the story of Tom Finney's early football career. Sort historical materials for Sheffield to create an industrial timeline to show how their city's economic activity has evolved over time.</p> <p>Research the specialist industrial activities of local football towns e.g. West Ham</p>	<p>Olympics came to London 2012.</p> <p>Explore the changes that have occurred in Blackpool/Birmingham over time. Children work in groups to research and present their findings to a group researching a different city.</p>	<p>What might attract people to London? Children work in twos or threes to design a survey to understand why people choose to settle in London. Write a concluding paragraph to summarise their findings from their survey.</p>	
SEN	Label the symbols on a map of the local area e.g.	Find rivers and mountains on a map of the UK and label	Join in with small group activity with adult support.	Sort photos of local area from old to new. Discuss with	Join in with group activity with adult support	Join in with group activity with adult support	

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	school, river, church	them using an atlas for support.		an adult how the area has changed.			
Key words	Map, symbol, Ordnance Survey, grid reference, co-ordinate, landscape, physical, human, topographical	Map, topographical, human, physical, river, mountain, climate,	Country, county, city, region, farming, agriculture, manufacture	City, town, change, develop, industrial, land use, modernise	City, change, develop, contrast, different, growth, economic activity,	Human features, population, nationality, language, multicultural, democracy, survey, analyse, conclusion	

D.T – Year 4 Autumn 1

Food: Adapting a recipe

Prior knowledge:

- To know that not all fruits and vegetables can be grown in the UK
- To know that climate affects food growth
- To know that vegetables and fruit grow in certain seasons
- To know that cooking instructions are known as a recipe
- To know that imported food is food that has been brought into the country

Key thread of learning:

In this unit the children will follow a recipe, with some support. They will describe some of the key features of a biscuit based on taste, smell, texture and appearance. They will adapt a recipe by adding extra ingredients to it and then plan a biscuit recipe within budget.

Learning outcome	To research and evaluate different biscuits	To follow a baking recipe	To make and test a prototype	To design a biscuit to a given budget	To make a biscuit that meets a given design brief
Activity	Children sample and evaluate a range of biscuits	Children bake a simple biscuit recipe	Children work in groups to make the biscuit recipe from lesson 1 adding different ingredients to their dough to discover which tastes best when baked	Working with a budget which includes imaginary costs, children decide which ingredients they will spend the rest of their budget on for their biscuits	It's the 'Bake Off' – after making a batch of their final adapted biscuit design and packaging, a panel of judges taste and review each group's creations.
SEN	May need support scribing their notes regarding biscuits	May need support working with a group to follow a recipe	Work in mixed attaining groups for support	Work in mixed attaining groups for support – decision making and mathematical calculations	Work in mixed attaining groups for support – decision making and mathematical calculations
Key words	Design criteria, research, texture, innovation, aesthetic	Measure, cross-contamination	Design criteria, research, texture, innovation, aesthetic, measure, cross-contamination	Design criteria, research, texture, innovation, aesthetic, measure, cross-contamination, diet, processed, packaging	Design criteria, research, texture, innovation, aesthetic, measure, cross-contamination, diet, processed, packaging

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<p>Outcomes</p>	<ul style="list-style-type: none"> I can evaluate a product and consider: taste, smell, texture, appearance, packaging, target audience 	<ul style="list-style-type: none"> I can follow a recipe to make a biscuit 	<ul style="list-style-type: none"> I know how to cook food safely – following basic hygiene rules I can cook to a recipe and adapt it to create a new biscuit prototype I can evaluate and compare a range of biscuit prototypes 	<ul style="list-style-type: none"> I can work as a group to design a biscuit that would sell for £1.99 In my group we will: Consider biscuits we have tested and the success of the prototypes we have made, complete a budget to ensure that we spend within the limit, make a decision as part of a team to finalise the recipe we will make, I can create branding for my group’s final product 	<ul style="list-style-type: none"> I can consider safety and hygiene when baking My group can use the ingredient quantities specified in our budget I can make suitable packaging for my product
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Year 4 R.E-Autumn 1							
Learning outcome	To understand the Commandments within the Torah and how these are exemplified in Jewish daily life.	Key understand key stories from the Torah and how it may affect Jewish practices.	To be able to understand what it means to be Jewish making comparisons with other faiths.	To understand the meaning and significance of Jewish rituals and practices during each festival	To understand the meaning behind different religious symbols.	To understand the importance of Judaism in the family?	Assessment/trip to a synagogue
Prior knowledge	<p>What are rules and are they important? Why? How do they help us?</p> <p>What are golden rules of religion?</p> <p>Can you think of any golden rules that you may follow or have heard of?</p> <p>What are the 10 commandments?</p> <p>What is the Torah and which religion is it from?</p>	<p>What is the Torah? Which religion is the Torah from? What do you understand from religious practices and can you name any? Why are religious practices important? What is identity and is it important? Why?</p>	<p>What does it mean to be Jewish, Christian, Muslim, Sikh etc.?</p> <p>What makes up the identity of a religious believer?</p>	<p>What do Jews celebrate? Why are festivals important? Can you think of any other festival and their importance? (chdn to draw on their own experiences).</p>	<p>What are symbols and can you name any? Where do you see symbols?</p>	<p>How do families influence the way an individual lives their life? (draw on experiences) Can you think about other faiths and their understanding of why family is important?</p>	
Activity	<p>KWL</p> <p>Compare 10 commandments</p>	<p>Read a creation story from the Torah and pick out key of different practices of Jewish life. Chdn to compare these</p>	<p>Share stories within the Torah and make links with other faiths by trying to pinpoint which of the stories pupils have already</p>	<p>Key stories from the Torah with understanding of how these affect Jewish practice today, including Moses and the</p>	<p>Bring in significant meaningful / religious objects and share the significance behind them.</p>	<p>The importance placed on the family and home in Judaism. Shabbat in the home including preparation for Shabbat, candles, blessing the children, wine, challah bread, family</p>	

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	Use scenarios to related to modern day.	practices with today's day and age. How may stories from the Torah affect Jewish identity?	learnt when studying Christianity or Islam. Retell story through the use of a story map and compare religious figures. Children to emphasise on key words like how the story of creation leads to Shabbat – a weekly day of rest and celebration	Exodus (linked to Passover) and creation linked to Shabbat. Make comparisons with one other festival from a different faith.	Then share the Jewish symbols as followed: Symbolism behind and use of mezuzot (parchment within a small box, fixed to the doorposts of houses), tzitzit (tassels), tefillin, tallit and kippah (skullcap) The menorah and Magen David (star of David) as recognised symbols of Judaism	meal, rest. Chdn to compare this to another faith.	
SEN	Match the pictures of the 10 commandments to the corresponding words,	Read aloud the story from the Torah and draw or paint a picture of your understanding.	Match the captions to the correct faith. (adult to pose questions based on what they have learnt)	Listen to the story Moses and the Exodus and then retell the story by sorting the pictures in the correct order or create a storyboard.	Sensory activity - chdn to look at the different symbols and talk about what they can see.	Draw a picture of your family showing practice of the faith that you follow. (adult to encourage discussion through her questioning).	
Key words	Commandments Torah	Passover Shabhat	Shabbat	Rituals Festivals	Mezunot Tzizit Tefillin Tallit Kippah	Shabbat	
Outcomes	<ul style="list-style-type: none"> - To identify the impact of the Torah on the lives of Jewish people - To recognise similarities and differences between stories in the Torah and other religious traditions - Explore and explain the symbolism behind Jewish practices like Pesach 						

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Year 4 – Autumn 1	<h2 style="margin: 0;">FRENCH: Portraits – Describing in French</h2> <p style="margin: 0;">Learning adjectives for describing people’s physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.</p> <p style="margin: 0;">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/portraits/</p>
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Suggested prior learning: French Greetings with puppets.

Unit Outcomes

- Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse.
- Correctly identify a person from a description of their hair and eye colour.
- Place word cards in the correct order, with the adjectives following the noun.
- Give a spoken sentence to describe a friend.
- Write four sentences accurately with the correct adjectival agreement, helped by a support sheet.

Key Threads of Learning

- To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement.
- To know that most (but not all) adjectives take an extra ‘e’ at the end of the word to make it feminine.
- To know that most adjectives go after the noun in French.
- To know that if the noun in a sentence is plural then the adjective describing it also becomes plural.
- To know that the Louvre is a famous French art gallery.
- To know that the feminine and masculine form of some adjectives can sound quite different e.g. vert/verte, heureux/heureuse.

Learning Outcome	To begin to understand that adjectives change if they describe a feminine noun.	To understand a simple description of hair and eye colour.	To create simple descriptive sentences.	To understand simple descriptive sentences.	To write descriptive sentences.	Assessment
Activity	<u>Lesson 1</u> Portraits – getting French adjectives to agree	<u>Lesson 2</u> Simple descriptions in French. Look at various images on the slide and	<u>Lesson 3</u> Describing people in French Play “Simon Says” in French.	<u>Lesson 4</u> Describing personality traits in French. Use Kapow slides to describe each person in	<u>Lesson 5</u> Writing portraits of friends in French. Organise the children into pairs and give each	<u>Lesson 6</u> Assessment – using Kapow

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	Paired activity working on sentences, to be repeated from Powerpoint.	describe the children in the pictures. Each table to have one picture, in pairs take it in turns to describe picture.	Each child to have faces template and draw using the describing words on slide.	the slide using the keywords. First as a class, then in pairs.	pair a copy of the <i>Resource: Key vocabulary word mat</i> , which will help them to scaffold the sentences they are going to write. Draw a portrait of a person, Write sentences to describe this person.	
Sen	Focus on listening to the teacher and/or their peers using the correct adjectival agreement and the change in pronunciation; could then repeat each sentence until confident to respond independently	Identify the correct portrait through the use of actions by the teacher (for example, pointing to hair for les cheveux or the colour black for noirs).	Work in small adult-supported groups with a reduced amount of vocabulary, Describing hair or eyes (not both) or using fewer colours. They focus on describing verbally	Focus on just selecting one or two characteristics when describing a friend. Work with an adult to create and rehearse their sentence about one of their classmates.	Verbally use some vocabulary to describe another person. Adult to prompt.	Revisit vocabulary from the half term.
Keywords	elle, il heureux (masc.) heureuse (fem.), sérieux (masc.) sérieuse (fem.), le Musée du Louvre, l'entrée, un tableau une statue	il a, elle a, les cheveux (m. pl.), les cheveux châtain, les cheveux blonds, les cheveux noirs, les cheveux roux, les yeux (m. pl.), les yeux bleus les yeux marron	il a, elle a, les cheveux (masc.), les yeux (masc.), châtain (masc. pl.), blonds (masc. pl.), marron, noirs (masc. pl.), roux (masc. pl.), bleus (masc. pl.), verts (masc. pl.), rouges (masc. pl.), jaunes (masc. pl.), verts (masc. pl.), blancs (masc. pl.), roses (masc. pl.), violets (masc. pl.)	qui ?, il est..., elle est..., petit(e), fort(e), poli(e), travailleur, travailleuse, sportif, sportive, heureux, heureuse, sérieux, sérieuse, il s'appelle ..., elle s'appelle..., il a, elle a	qui ?, il est..., elle est..., il a..., elle a..., il s'appelle ..., elle s'appelle..., les cheveux (masc.), les yeux (masc.), petit, petite, grand, grande, fort, forte, poli, polie, travailleur, travailleuse, sportif, sportive, heureux, heureuse, sérieux, sérieuse châtain, blond, noir, noirs, noire, noire, roux,	heureux/heureuse – happy, sérieux/sérieuse – serious, le Musée du Louvre - the Louvre museum, l'entrée - the entrance, un tableau - a painting, une statue - a statue, il a - he has, elle a - she has, les cheveux – hair, les cheveux châtain - brown hair,

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			orange (masc. pl.)		bleu, bleus, bleue, bleues, vert, verts, verte, vertes, marron, rouge, rouges, rouge, rouges, jaune, jaunes, jaune, jaunes, blanc, blancs, blanche, blanches, rose, roses, rose, roses, orange violet, violets, violette, violettes	les cheveux blonds - blond hair, les cheveux noirs - black hair, les cheveux roux - ginger hair, les yeux – eyes, les yeux bleus - blue eyes, les yeux marron - brown eyes, châains - brown (for hair), blonds – blonde, marron – brown, noir(s)/noire(s) – black, roux - ginger/red, bleu(s)/bleue(s) – blue, vert(s)/verte(s) – green, rouge(s) - red (not with hair), jaune(s) – yellow, blanc(s)/blanche(s) – white, rose(s) – pink, violet(s)/violette(s) - purple
Outcomes	I know that the Louvre is a famous art gallery in Paris. I can see that adjectives change when describing feminine nouns.	I can recognise a picture of someone from a description of their hair and eye colour. I know that colour adjectives go after the noun in French. I know it is common to add 's' to describe a	I can create a sentence, using word cards, to describe hair and eye colour. I remember that colour adjectives follow the noun in French. I understand that if the noun is plural, like 'hairs'	I can understand sentences to describe someone's appearance. I know some words that describe personality traits. I can describe personality traits of my friends.	I can write simple sentences to describe my friend using the phrases il/elle a and il/elle est . I know how to make the adjectives agree with the noun.	Using a model to form a spoken sentence. Listening and repeating further key phonemes with care. Choosing appropriate adjectives from a

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		plural noun such as eyes and hair.	or 'eyes', then the adjective becomes plural too.	I know how to change most adjectives to describe a feminine noun.		<p>wider range of adjectives.</p> <p>Identifying items by colour and other adjectives.</p> <p>Listening and selecting information.</p> <p>Using language detective skills to decode vocabulary.</p> <p>Noticing and beginning to predict key word patterns and spellings.</p> <p>Following a short text or rhyme, listening and reading at the same time.</p> <p>Selecting and writing short words and phrases.</p> <p>Making short phrases or sentences using word cards.</p>
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						<p>Using adapted phrases to describe an object or person.</p> <p>Recognising and beginning to apply rules for placement and agreement of adjectives.</p>
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Music Year 4 Autumn 1 Body and tuned percussion (Theme: Rainforests)

[Music KS2: Body and tuned percussion \(rainforests\) - Kapow Primary](#)

Prior Knowledge:

Giving opinions of different genres of music (Indian) and justifying opinions

Using given notes to improvise

Using a drone, rag and tal to create a piece of music

To use musical notation to perform a piece of music

Key Threads of Learning: In this unit children will use a mixture of body percussion and tuned percussion to create their own rhythms of the rainforest. They will explore the timbre of instruments to create appropriate qualities of sound.

Learning Outcome	To identify structure and texture in music	To use body percussion to perform a sequence	To create musical rhythms using body percussion	To create a simple melody line using tuned percussion	To build and improvise a composition	Assessment	
Activity	Listen to rain sound. Ch identify what they think it is Children listen to and appraise piece of music. Children explore using body percussion Identify structure and textures	Respond to clapping music by Steve Reich, exploring tempo, volume, texture and structure Ch to compose and perform simple body percussion rhythms Boom, snap, clap resource	Identify different layers of the rainforest Compose music for each layer of the rainforest Identify what tempo/pitch/rhythm patterns will be most suitable	Listen to Loops presentation. Identify similarities between loops. Create simple melodies to represent upper layers of the rainforest on tuned percussion instruments	Evaluate cup challenge Instruments? How has texture been created? Put together four sections they have composed Build structure by combining rhythms and melodies Perform pieces	Assessment Quiz	

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SEND	Highlight specific body parts, different actions being carried out	Give children a specific set of moves. Slow tempo	Focus on forest floor	Play a shorter starter melody	Support with keeping time, Support when to play their part.		
Key words	Pitter Patter Clapping Clicking raindrops Bodypercussion	Tempo Rhythym Boom Clap Snap	Structure Texture Rhythm Contrast Higher lower	Compose Loop Melody Pitch Tempo	Inspiration Keyboard Melody Rhythym Texture		
Outcomes	To know that structure means the organization of music into sections To know that texture means how many layers of music are playing To identify sections and layers in a piece of music	To describe a piece of music referring to tempo/dynamics/ Structure/texture To use body percussion to perform a boom clap sequence and play in time with a partner To create one line using a 'stamp' To record my rhythm using symbols and words	To use body percussion to make two different rhythms representing different layers. To consider how rhythms can represent animal moves To consider the overall structure and texture	To define a loop as a repeated melody To create two contrasting melodies using tuned percussion To select appropriate pitch and tempo	To consider tempo/dynamics/ Texture/structure/ in a composition To play in time To play own part accurately		