



Class: Hobhouse (Year 4)

Term: Autumn 1

Topic: Where in the world is Nigeria?

~~Launch Day:~~

~~Trips/Visitors:~~ BF Adventure

~~Literacy topics/Guided Reading Book/Texts:~~ BFG fiction unit (Write Stuff),

The Witches Roald Dahl and The Butterfly Lion by Michael Morpurgo

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Updated October half term 2024

	Science	History	Geography	Art	DT	Computing –	Music	RE	PE
Prior knowledge	<u>Early Learning Goal: Understanding the World:</u> <u>The natural world</u> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (Year 1) describe what common animals eat and classify them as carnivores, herbivores and omnivores (Year 2) find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe 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. (Year 3) recognise that animals cannot make their own food and they get nutrition from what they eat and that this comes in different types (protein, fat, carbohydrates, vitamins and minerals) - identify that animals, including humans, need the	N/A	<u>Early Learning Goal: Understanding the World:</u> <u>People and communities</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps (Year 1) - Explain the difference between a human and physical feature. - Know where Constantine is located on a map of the UK. - Use a simple map to locate their home and school. - Use world maps, atlases and globes to identify the UK and its countries. - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Year 2) - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Use simple field work and observational skills to study the geography of their school and its	N/A	(Year 1) Mechanisms: Wheels and axles - Mechanisms: Sliders and levers - Develop skills built up across previous years for ‘Design’, ‘Make’ and ‘Evaluate’.	(Year 1) – How to choose a command for a given purpose That a series of commands can be joined together The effect of changing a value How to use an algorithm to create a program (Year 2) – How to describe a series of instructions as a sequence What happens when we change the order of instructions How to use logical reasoning to predict the outcome of a program - How to design an algorithm and ‘evaluate’ it How to create and debug a program that we have written (Year 3) – That commands have an outcome That a program has a start That a sequence of commands should have an order - How to build a physical circuit for a Crumble What events and actions in programs are - How to create a program to create a sequence of actions - How to sequence actions correctly to	See music curriculum map	(EYFS) – Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed (Year 1) – Identify what a parable is (Year 2) – Recognise that stories of Jesus’ life come from the Gospels - Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians - Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’ (Year 3) - Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways) - Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus	

	right types and amount of nutrition		grounds and the key human and physical features of its surrounding environment. • Name and locate the four countries and capital cities of the UK. • Name and locate the worlds 7 continents and 5 oceans. • Identify seasonal and daily weather patterns within the UK and the location of hot and cold areas of the world in relation to the equator and north and south poles. • (Year 3) - Use and interpret maps, globes and digital/computing maps to locate countries and key features. • Identify physical and human features of the locality.			produce a physical output • How to identify and fix bugs in a program • How to design and create a project with a real-life output • (Year 4) - Repetition in shapes • That accuracy in programming is important • How to create a program in a text-based language • What ‘repeat’ means • How to modify a count-controlled loop to produce a given outcome • How to decompose a task into small steps • How to create a program that uses count-controlled loops to produce a given outcome			
Knowledge	Key Question: How do we classify living things? The children will know: • That living things can be grouped in a variety of ways • How to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • That environments can change and that this can sometimes pose dangers to living things • How to construct and interpret a variety of food chains, identifying producers, predators and prey		Key Question: Where is Madagascar located? The children will know: • Use and interpret maps, globes and digital/computing maps to locate countries and key features. • Identify physical and human features of the locality. • Recognise there are similarities and differences between places. • How to identify the Northern and Southern hemispheres.		Key Question: The children will know: <u>Mechanisms: Pneumatic and linkages</u> Potential project idea – Make an African animal with a moving mouth to share with a younger age group (snake) • Pupils start to understand how simple mechanical systems work	Key Question: The children will know: • How to create a Crumble circuit with multiple outputs (Two lights/motor in sequence) • How to create a sequence that alternates commands e.g. changing light colours • How to develop the use of loops in a different programming environment • That in programming there are infinite loops and count controlled loops • How to develop a design that includes loops • How to design a project that includes repetition	See music curriculum map Key Question: The children will know: •	Christianity - God Key Question: L2.3 What is the ‘Trinity’ and why is it important for Christians? The children will know: Make sense of belief: • Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today Understand the impact: • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for	https://peplanning.org.uk/

								example) and in the way they live Make connections: Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas	
Skills	Children will be able to: - Ask relevant questions and use different types of scientific enquiries to answer them - Use straightforward scientific evidence to answer questions to support their findings Report on findings from enquires, including oral and written explanations, displays or presentation of results and conclusions		Children will be able to: - Locate countries on maps, globes and digital maps. - Compare human and physical features. - Identify similarities and differences between places. - Describe changes to the landscape and wildlife.		The children will be able to: Design - Pupils use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. - Pupils start to generate ideas, considering the purposes for which they are designing. - Pupils confidently make labelled drawings from different views showing specific features. - Pupils develop a clear plan on the process and how to use materials, equipment and suggesting alternative methods if the first attempt fails. - When planning, pupils explain their choice of materials and components including function and aesthetics considering the views of others to improve their work. Make - Pupils select and wider range of tools and techniques for making their product safely. - Pupils know how to measure, mark out, cut and shape a range of materials,	Children will be able to: - List an everyday task as a set of instructions including repetition - Modify a snippet of code to create a given outcome - Predict the outcome of a snippet of code - Choose when to use a loop - Modify loops to produce a given outcome - Identify which parts of a loop can be changed - Build a Crumble circuit with more than one output in sequence - Build a program that follows a design - Refine the algorithm in a design	Children will be able to:	Children will be able to:	Children will be able to:

					using appropriate tools, equipment and techniques. • Pupils begin to combine components and materials in different ways. • Pupils use some finishing techniques to strengthen and improve the appearance of their product using a range of equipment. • Pupils strengthen, stiffen and reinforce more complex structures. Evaluate • Pupils evaluate their product throughout the process, making simple changes where necessary. • Pupils listen to other people’s views and adjust the finished product to reflect this input. • Pupils evaluate their products by carrying out simple tests to see if it meets the original criteria. • Pupils can evaluate their products, thinking of both appearance and function. • Pupils begin to learn how key events and individuals have helped shape the world through design.				
Components (teaching sequence)	• I can understand new vocabulary linked to our topic. • I can observe and record different living things in my environment. <i>(Collect evidence of which animals live on our school grounds (e.g. woodlice, pigeons, worms, slugs, millipedes, pond skaters</i>		• I can identify the Northern and South Hemisphere • I can locate the continent of Africa on a World map • I know that Africa is made up of a number of different countries • I can locate Madagascar on a map • I can identify the physical and human		• I can Topic outcome/product brief:	• I can build a Crumble circuit with a buzzer. I can isolate the buzzer using the on/off switch. • I can list an everyday task as a set of instructions including repetition. Topic outcome:	• I can Topic outcome:	• I can discuss why Christians call the day Jesus died ‘Good Friday’? • I can verbalise the Holy week story • I can understand that Christians and non-Christians celebrate Easter in similar/different ways. • I can understand that Christians around the world	• I can Topic outcome:

	- I can classify living things through understanding their characteristics. (Recap prior knwl and create list of different groups including: amphibians, mammals, reptiles). - I can use a classification key. Chn answer questions about animals and see how this helps me use the classification key. Sometimes it is tricky because an animal answers ‘yes’ to more than one question. - I can experiment and discover the impact of deforestation in Madagascar. - I can understand the importance of conservation. - I can create a food chain. Topic outcome: The children will have created their own classification key and food chain. They will also have completed 2 practical tasks. One that records whilst gathering data outside and one using computing (we used . We also created the classification key on Popplet. These investigations explored scientific approaches such as hypothesis, results table. Our investigation into effects of deforestation in Madagascar we had a hypothesis ‘acres of deforestation has doubled in the last 20 years since tourist have visited Madagascar, we used website Madagascar Deforestation Rates & Statistics GFW to		features of Madagascar I can explore the different types of land use in Madagascar. Topic outcome: The children will have annotated 3 maps, as well as produced a fact file of Madagascar.					celebrate in different ways. - I can explain how symbols of Easter are linked to Christianity - I can understand why it is a time of joy, sadness and hope. - I can recall the events of the Last Supper. - I can understand why Christians celebrate with a holy communion. Topic outcome: The children will have shared their thoughts to their pairs and the class. They will then contribute their ideas to the floor book.	
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	gather data, explain and conclude if our hypothesis was accurate.								
Key Vocabulary	Living things Habitats Vertebrate Invertebrate Classification Bird Fish Mammal Reptile Amphibian Deforestation Biodiversity Adaptations Species Food chains Predator Prey Conservation Gerald Durrell		Northern/Southern Hemisphere Equator Population Climate Land use Agriculture North South East West Island Locate			Circuit Wires Buzzer Crumble		Good Friday Easter Clergy Last Supper God Jesus Salvation Crucifixion Resurrection Betrayal Denial	