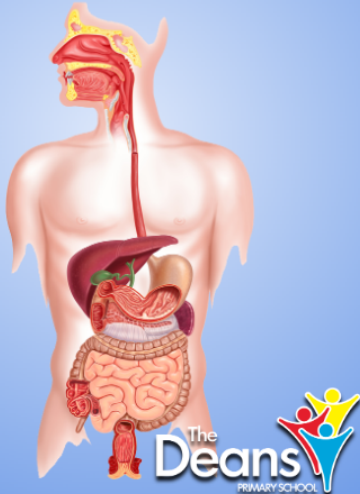


Y4 Aut2 - Burps, Bottoms and Bile

Year 4 - Autumn 2 Bottoms, Burps and Bile	Integrated subjects	Discrete Subjects	Class Text
	DT Science	MFL Art Maths RE Music PE Geography English	
	P4C / Global Links	SDG3 - Good health and well-being P4C: Does it matter what we put inside our bodies?	

Writing Outcomes	W Y4 MTP.docx Setting Description Persuasive Write Non-Chronological Report Discussion Text
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Maths Outcomes	Area of Figures In this chapter, pupils will learn about the concepts of area and perimeter. They will measure area by measuring surface coverage, i.e. counting squares before measuring area by using multiplication. They will find areas of figures that have squares and rectangles by counting and visualising. They will learn how to apply their knowledge of finding area to figures in different orientations. Multiplication and division In this chapter, pupils will learn how to multiply and divide by 6, 7, 9, 11 and 12. They will begin to understand mathematical vocabulary such as 'quotient' in relation to division. They will learn how to calculate multiplication equations using the multiplication facts that they know. They will understand the difference between sharing and grouping and they will understand the commutative law in multiplication. They will also solve problems involving multiplication and division. Chapter 5- Graphs Graphs In this chapter, pupils will learn how to interpret picture graphs and bar graphs. They will be introduced to line graphs and how they are used to measure change over time. They will interpret line graphs and use information collated in a table to draw a line graph. Pupils will make predictions based on trends identified in data.	
Science Outcomes ANIMALS INCLUDING Humans	<u>Learning Outcomes:</u> <u>Scientist: William Nebergall</u>	<u>Overview of Skills:</u> • I can observe how well I can brush my teeth by examining them with a mirror and making scientific observations. • I can observe what happens over the course of 2 weeks, comparing the eggs from the different liquids and recording their findings. • I can examine a range of foods and test to see which teeth are best suited for chopping, tearing and grinding. I can record results in a table and compare results. • I can describe the problems they might encounter if I had no teeth at all! • I can look at different animals' teeth and compare them to my own, discussing whether our lifestyles and diets can cause us to adapt. Eg. Do herbivores and carnivores have the same teeth? • I can leave food samples overnight and compare the samples in the morning and notice if they look (or smell) different.. • I can discuss and demonstrate how food is digested as it goes through the body.

		I can use scientific vocabulary to describe it and other parts of the food chain as producers, predators or prey and consider what would happen if any of the living organisms in their chain became unavailable.
	Lesson 1- parts of the digestive system LO- To identify body parts associated with the digestive system and describe their special functions. <u>Skills (I can):</u> - Identify - Describe - Use secondary sources <u>Vocabulary:</u> digestive system, organs, mouth, teeth, salivary glands, oesophagus, stomach, pancreas, liver, gallbladder, small intestine, large intestine, rectum, anus	Lesson Outline Prior knowledge- in Y3, the children learnt about the skeleton The children will be shown words and pictures of the digestive organs and will discuss what they think the functions are and where they will be found.
	Lesson 2- Functions To identify body parts associated with the digestive system and describe their special functions. The children will be shown words and pictures of the digestive organs and will discuss what they think the functions are and where they will be found. <u>Skills (I can):</u> - Identify - Describe - Use secondary sources <u>Vocabulary:</u> digestive system, organs, nutrients, absorb, digest, stores, breaks down, acid, dissolve	Each stage of the digestive process is to be modelled by the teacher through carrying out a practical demonstration showing how food is first consumed and then digested before leaving the body as waste. Upon completion of the demonstration children are then to complete a diagram of the human digestive system, labelling each of the organs associated with the digestive process and their functions. Mouth and teeth – where the digestion starts, breaks down food by chewing Salivary glands – produces saliva and lubricates the food so it can go down the oesophagus Oesophagus - muscular tube that moves food to the stomach Stomach – breaks down the food more and produces acid Pancreas - it makes enzymes that break down food in the intestines. Liver – stores energy and helps get rid of toxins Gallbladder – stores bile and releases it to help digest fats Small intestine – absorbs nutrients and minerals from food Large intestine – absorbs water from food Rectum – stores stool until it leaves the body Anus – where stool leaves the body

	Lesson 3- Teeth LO-Identify the different types of teeth and their functions (humans and other animals) <u>Skills (I can):</u> • Identify and describe • Make scientific conclusions • Ask questions <u>Vocabulary:</u> functions, chopping, tearing, grinding, molars, premolars, incisors, canines, omnivores, herbivores, diet	Lesson Outline The children will look in mirrors at their own teeth, noticing the number, sizes and shapes. Chn will eat biscuits to observe the motions needed for teeth to work (grinding, tearing, chopping)
	LO- To investigate the effectiveness of brushing our teeth <u>Skills (I can):</u> • Observe • Make scientific conclusions <u>Vocabulary:</u> Enamel, cavities, fluoride, decay, bacteria, nerves	Lesson Outline Children will conduct an investigation to see how well they can brush their teeth. They will discuss the benefits of brushing teeth well and good dental care. Chn will learn that poor dental hygiene and a poor brushing technique can lead to weakened enamel, tooth decay, cavities (caused by bacteria).
	LO- To observe the effect of different liquids on the enamel of teeth Use Taps Assessment : WS Teeth in liquids Assessment focus: Use results to draw simple conclusions, suggest improvements and raise further questions <u>Skills (I can):</u> • Observe • Draw simple conclusions • Suggest improvements • Raise further questions <u>Vocabulary:</u> sugar-free, enamel, stain, weaken, acidic, liquid	Lesson Outline We will investigate the effects of different drinks on a tooth-like substance (egg shells) by placing individual eggshells into beakers containing a range of different liquids including fruit juice, full sugar and sugar-free fizzy pop, milk, and coffee or tea. Use water as a control- discuss why it is important to have a control variable.

	LO- To construct and explain food chains <u>Skills (I can):</u> • Construct and explain • Use Scientific Vocabulary <u>Vocabulary:</u> producers, predators, prey, consumer,	Lesson Outline The children will learn how to create and draw food chains and use scientific vocabulary to describe it and other parts of the food chain as producers, predators or prey and consider what would happen if any of the living organisms in their chain became unavailable. https://www.youtube.com/watch?v=8L2MZdOIZrs bbc teach https://www.youtube.com/watch?v=4011tg7ZLho https://www.youtube.com/watch?v=7AZCcf4Fv14
	<u>End of Unit Assessment</u> <u>Please mark on assessment spreadsheet</u>	
Art Outcomes 3 hours (split over several lessons)	<u>To develop sketching and drawing skills drawing familiar objects</u> sc) - Confidently control the types of marks made. - I can explore sketching with different gradients - I continue to develop use of lines and shape to make intricate sketches and patterns - I can explore use of shading techniques to create the illusion of light and shadows. - I can copy a stimulus with increasing accuracy/detail	<u>Sketching and Drawing</u> This half term, the children will practise and continue to develop their sketching and drawing skills by drawing parts of the human face and body. Explore and discuss the points where the light would hit and where the shadows would be and practise using blending/smudging, tonal shading and rubbing out to create light. Eg. mouth teeth Eyes Nose
	AD 1 Create sketch books to record their observations and use them to review and revisit ideas. AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay]	
Global Learning (P4C - 1hour)	<u>P4C Question:</u> Does it matter what we put inside our bodies? Linked to global learning goal: SDG3 - Good health and well-being Linked to Science	
Geography	Lesson 1	Lesson Outline

Outcomes Mapping and Land Use a detailed study of the local area	LO: To describe and understand key aspects of human geography. C: Sketch maps 1. I can tell you the purpose of a sketch map. 2. I can identify the features of a sketch map. 3. I can compare a sketch map and a published map. 4. I can identify important landmarks in my locality. 5. I can draw a simple sketch map including major landmarks. 6. I can draw a sketch map showing relative distances. Geographical Skills: Producing a sketch map. Vocabulary: Sketch map, aerial view, feature, annotation, landmark, distance.	Geography: Land Use: Sketch Maps Year 3 Lesson Pack 1 Builds on work that was done in Y1- classroom and school- Y2 Local areas and housing and basic sketch maps. Also Y2 where to buy chocolate maps Work in Y3 on ideal settlement map and symbols. Need to understand the use of scale and accuracy even in sketch map. Land surveys and contrasts between land use rural and town. Link to towns growing up round historical settlement and natural resources but then developing transport links etc.
	H5 To describe and understand key aspects of human geography including land use in the context of using sketch maps. GS7 To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps in the context of drawing a sketch map.	
	Lesson 2 LO: To describe and understand key aspects of human geography including land use. 1. I can use a key on a map to show how land is used. 2. I can tell you the reason for using symbols on a map. 3. I can identify landmarks using a key. 4. I can use symbols and a key to annotate a map. 5. I can choose symbols to use for a key. Geographical Skills: Use of maps, symbols and keys. Vocabulary: Key, symbol	Lesson Outline Geography: Land Use: Using a Key Year 3 Lesson Pack 2
	H5 Describe and understand key aspects of human geography including land use in the context of using keys and legends.	
	Lesson 3 LO: Use fieldwork to observe, measure, record and present the human features in the local area. C: Sketch maps 1. I can create a simple sketch map to show how land is used. 2. I can name landmarks I might see in a chosen area. 3. I can draw a simple sketch map to show buildings in an area. 4. I can annotate my map to show major landmarks.	Lesson Outline Geography: Land Use: Surveying the Land Year 3 Lesson Pack 3 Key idea of scale even with sketch maps.

	5. I can annotate a sketch map to show relative distances. Geographical Skills: Use of trundle wheel or long tape measure Use of compass Map skills Vocabulary: Cartographer	
	H5 Use fieldwork to observe, measure, record and present the human features in the local area in the context of creating sketch maps. GS7 To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps in the context of drawing a sketch map.	
	Lesson 4 LO: Use fieldwork to observe, measure, record and present the human features in the local area. 1. I can create a simple map to show how land is used. 2. I can draw a simple map to show buildings in an area. 3. I can create a key for a map to show major landmarks. 4. I can draw a map showing relative distances. Geographical Skills: Sketching a map Vocabulary: Scales	Lesson Outline Geography: Land Use: Surveying the Land Part 2 Year 3 Lesson Pack 4
	GS7 Use fieldwork to observe, measure, record and present the human features in the local area in the context of drawing a map.	
	Lesson 5 LO: To use maps and atlases to describe land use. C: Rural and urban areas 1. I can describe land use in urban and rural areas in the UK. 2. I can list ways we use land in the UK. 3. I can describe an area as urban or rural. 4. I can list land uses in urban and rural areas. 5. I can identify urban and rural areas in the UK. Geographical Skills: Use of atlases Vocabulary: Land use, urban, rural, population.	Lesson Outline Geography: Land Use: How Land Is Used Year 3 Lesson Pack 5

	PK2 Use maps and atlases to describe land use in the context of thinking about urban and rural areas.	
	Lesson 6 LO: To use maps and atlases to describe land use. C: Agriculture 1. I can list different types of rural spaces. 2. I can explain what most rural land is used for in the UK. 3. I can compare maps of different agricultural areas. 4. I can explain why an area is suited to crop or livestock farming. 5. I can describe ways farming has changed since 1950. Geographical Skills: Use of atlases with a topographic map. DEFRA maps Vocabulary: Agriculture, forestry, protected land, coastal, freshwater.	Lesson Outline Geography: Land Use: How Land Is Used for Farming Year 3 Lesson Pack 6
	PK2 Use maps and atlases to describe land use in the context of thinking about agriculture.	
Computing Teach Computing Website: Computing systems and networks – The Internet	The Internet Consistent reminders about Online Safety during this unit. Online Safety Week 2024 will take place 5th Feb - 9th Feb. <u>To describe how networks physically connect to other networks</u> I can describe the internet as a network of networks I can demonstrate how information is shared across the internet I can discuss why a network needs protecting	Lesson Outline: Learners will explore how a network can share messages with another network to form the internet. They will consider some of the network devices involved in this, such as routers, and will also discuss what should be kept in and out of a network to keep safe. Cross Curricular link with PSHE lesson 2
	<u>To recognise how networked devices make up the internet</u> I can describe networked devices and how they connect I can explain that the internet is used to provide many services I can recognise that the World Wide Web contains websites and web pages	Lesson Outline: Learners will describe the parts of a network and how they connect to each other to form the internet. They will use this understanding to help explain how the internet lets us view the World Wide Web and recognise that the World Wide Web is part of the internet which contains websites and web pages.
	<u>To outline how websites can be shared via the World Wide Web (WWW)</u> I can explain the types of media that can be shared on the WWW I can describe where websites are stored when uploaded to the WWW I can describe how to access websites on the WWW	Lesson Outline: Learners will explore what can be shared on the World Wide Web and where websites are stored. They will also explore how the World Wide Web can be accessed on a variety of devices.

	<u>To describe how content can be added and accessed on the World Wide Web (WWW)</u> I can explain what media can be found on websites I can recognise that I can add content to the WWW I can explain that internet services can be used to create content online	Lesson Outline: Learners will analyse a website and identify the key parts. They will then consider what content can be added to websites and what factors they should consider before adding content to a website. Finally, they will use a website which enables them to create their own content online.
	<u>To recognise how the content of the WWW is created by people</u> I can explain that websites and their content are created by people I can suggest who owns the content on websites I can explain that there are rules to protect content	Lesson Outline: Learners will explore who owns the content on the World Wide Web (or 'web' for short). They will explore a variety of websites and will investigate what they can and cannot do with the content on them. They will also relate this to principles of ownership and sharing in the real world.
	<u>To evaluate the consequences of unreliable content</u> I can explain that not everything on the World Wide Web is true I can explain why some information I find online may not be honest, accurate, or legal I can explain why I need to think carefully before I share or reshare content	Lesson Outline: Learners will gain an appreciation of the fact that not everything they see on the internet is true, honest, or accurate. They will review images and decide whether or not they are real, before looking at why web searches can return ambiguous (and sometimes misleading) results. Finally, learners will complete a practical activity, demonstrating how quickly information can spread beyond their control. <u>COMPLETE END OF UNIT ASSESSMENT - GOOGLE FORMS</u>
D&T Outcomes 6 hours	To research, design, make and evaluate healthy snacks.	Linking to their topic, the children will learn about and if possible try certain foods that aid digestion such as oats, ginger, lean meat, nuts, whole wheat rice, wholemeal bread, beans, peas, banana, prunes, apples, cucumber and vegetables . Using this knowledge they will design a biscuit/flapjack product including at least 2 of the ingredients. They will design packaging/advertising that informs the buyer that these would be perfect to aid digestion.
		Lesson 1 - Research foods that aid digestion. Create poster promoting these foods.
		Lesson 2 - Research and create a product that includes at least 2 ingredients that help digestion.
		Lesson 3 - To design the packaging for my product

RE Outcomes 4 hours https://drive.google.com/file/d/0B4--IMExJVfcQnh5SXFuRGdQbUk/view (For full lesson plans follow the link)	What can we learn from religions in deciding what is right and wrong? (For full lesson plans follow link)	The children will give examples of rules for living and suggest ways in which the Golden Rule might have an impact on the behaviour of those who try to keep it and people with whom they deal. The children will discuss how the Ten Commandments might affect the way a Jewish person lives their life. The children will learn about the beatitudes and compare those ideas with the ten commandments and their own life rules. To identify similarities and differences between how humanists and people from Religious groups might think about and react to Situations where they are faced with a moral choice. The children will discuss temptations and how to overcome it using religious stories for examples. The children will learn about Desmond Tutu and how he changed his beliefs/morals.
	What rules are important? How is the Golden Rule important?	Lesson Outline The meaning of the Golden Rule That the Golden Rule can be found in the thinking of many different groups of people That acting in accordance with the Golden rule can have an impact
	What does Christianity say about how to live a good life?	Lesson Outline That many Christians are guided by words of Jesus, including the Beatitudes and two great commandments. The meaning of the Beatitudes. Some similarities and differences between the Beatitudes and the Ten Commandments. Ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong.
	How can people decide what is right and wrong without God's help?	Lesson Outline How Humanists come to decisions about how to act. To identify some values that matter to Humanists.

		To identify similarities and differences between how humanists and people from religious groups might think about and react to situations where they are faced with a moral choice.
	How have religious teachings helped to affect somebody's actions?	Lesson Outline About the life and work of at least one religious figure. To link somebody's beliefs with his/her actions.
PSHE/RSE Outcomes	Me and My Relationships Module: Boundaries and Online	
PSHE LINKS TO PLANNING 	Who Am I? H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z46hf4j Discussion and then create a poster about themselves - their identity.
	Online Friends R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	Beware of Lurking Trolls: The Perils of the possessed pets. You can follow the link and watch the video from there, or download. https://lurkingtrolls.com/books/
	Peer Influence R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others	Twinkl Be Yourself Lesson 4 - Know your mind Powerpoint Lesson Plan Scenario cards Predict the ending Assertive strategies
PE Outcomes		

Gymnastics	<u>Learning Outcomes:</u> Lesson 1: To perform a Rocket Jump with a turn Lesson 2: To perform a Teddy Bear Roll Lesson 3: To perform matching and mirroring balances Lesson 4: To perform a Bunny Hop Lesson 5: To Bunny Hop onto various Apparatus Lesson 6: To perform a short sequence on mats Challenge Lesson To perform sequences on apparatus and win points for your team	<u>Skills:</u> • Perform a variety of shapes with good control • Perform a rocket jump with a $\frac{3}{4}$ and full turn with pointed toes • Teddy bear roll with a partner/group in sequence with pointed toes Perform matching and mirroring balance routines on apparatus • Perform a bunny hop onto variety of apparatus with control Hopscotch across the floor to develop hurdle step • Run and jump over hurdles with some speed and control
	PE2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	
	<u>SWIMMING</u>	Consolidate and develop the quality of their skills, eg front crawl, back crawl, breaststroke, floating, survival skills Improve linking movements and actions Choose and use a variety of strokes and skills, according to the task .and the challenge e.g. swimming without aids, distance and time challenges Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity Consolidate and develop the quality of their skills, eg front crawl, back crawl, breaststroke, floating, survival skills Improve linking movements and actions
MFL Outcomes	<u>Learning Objectives:</u> Unit Overview - Food	Lessons delivered by KidsLingo. See individual KidsLingo lesson plans for lesson outline. Vocab - Manzana
Food		

	Lesson 1: To learn the names, gender and spelling of 9 fruit Lesson 2: To translate a song and fill in the missing words in Spanish Lesson 3: To express preferences for types of fruit Lesson 4: To learn that colour adjective agree with the noun and are places after them Lesson 5: To learn 8 vegetables Lesson 6: To learn sweet food and drink items	Naranja Plátano Fresa Pera Piña Limón Sandía Uvas Me gusta/n No me gusta/n Prefiero Me encanta/n Odio el tomate la zanahoria la coliflor la lechuga la cebolla el champiñón los guisantes el brócoli la patata la galleta el donut la tarta de chocolate el churro el flan el té el café la limonada el agua el zumo de naranja la leche NC Links:
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		• Ask and answer 4+ questions accurately across several topics and express opinions, with a good accent and pronunciation: • Can hold very simple conversations based on themes. • Express and justify an opinion and ask for an opinion. • Use phonics knowledge to pronounce a range of unfamiliar language. Make links between some phonemes, sound and spelling. • Demonstrate understanding of the main points from a simple conversation / spoken text including questions answers and opinions: • Listen to and understand longer sentences with unfamiliar words. • Listen to a short message dialogue, set of instructions, or story and note the main points. • Listen to and respond to classroom instructions. • Understand, recognise and read the main points from a short written text (i.e. a postcard) • Translate complex sentences. • Find out the meaning of an unfamiliar word using a range of sources or strategies (phonics knowledge / context / bi-lingual dictionary / glossary of Knowledge Organiser). • Independently write 3-4 sentences demonstrating basic grammatical knowledge (present tense / pronoun / adjective agreement / conjunctions) • Write longer compound sentences from memory, using basic connectives (and, but, or). • Copy and adapt longer, complex sentences using a writing frame. • Use dictionary, glossary and phonics knowledge to support the accurate spelling of new words.
Music Outcomes	MAPAS Wider Opps programme Musical learning focus The children will learn how to play tuned instruments with MAPAS Wider Opps programme Brass/ String/ Wind Orchestra They will learn quavers on the instruments, learn the set Lowry pieces and start on their own Lowry pieces, preparing for the performance in June/ July. They will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, use and understand staff and other musical notations.	Week 1 Listen and appraise Explore and Create • Arts award booklet, talk about Lowry and reflect on previous term. • Refresh E D and C with Hot Cross Buns Perform/ Sing

Week 2

- Warmup singing: John Kanaka
 - Start Cardiff by the Sea and Mary has a Little Lamb. When up to standard, practise performing with the backing track.
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Week 3

- Start Roller Ghoster song - curriculum link with bodies and bellies!
 - Continue Mary had a Little Lamb "/Merrily We Roll Along"
 - Start Au Claire De La Lune
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Week 4

- Roller Ghoster. Vocal development singing higher notes
 - Start Lion King song/new notes F# and A - Verse 1. Individual help to reach these new harder notes.
 - Learn quavers via double time Hot Cross Buns (and Lion King). Developing notation and rhythm knowledge.
-

Week 5

- Roller Ghoster part 2
 - Lion King verse 1 continued
 - Quaver recap
 - Lowry piece - Mike Oliver. Solos for dojos.
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Week 6

- Roller Ghoster part 2
 - Start Mike Oliver piece - building on quaver skill. More solos
 - Lowry Piece
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Week 7

- Recap pieces, focusing on potential Lowry options.