

Half Termly Curriculum Plan Autumn 1 2024

	Year 4										
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Assessment
Science		Vibration, medium, source, energy, materials, reflect, volume, decibels, pitch, sound, instruments, particle, sound source	Pre-assessment test	L.I: I can identify how sounds are made. Chn to label the parts of the ear and name the 3 things needed to make sound.	L.I: I can explore how vibrations from sounds travel through a medium to the ear Chn to observe, practically, sound moving through solids, liquids and gases. Chn to discuss the causes of the sound.	L.I: I can explore sound insulation Chn to explore and create their own ear defenders using cardboard tubes and tape. Chn to have a selection of materials to explore with. Chn to discuss which material is the best and why.	L.I: I can explore different volumes Chn to investigate loud and quiet sounds. Record results and translate them into a line graph.	L.I: I can explore different pitches Chn to explore a range of materials and then create an instrument. Chn to experiment with tune and sound.	L.I: I can explore different sounds Chn investigate how the volume of sound changes as they get further away from a sound source Chn to record how far away they are from the sound source using a tape measure and record the volume of sound using a decibel meter	End of unit assessment	Developing Experts end of unit assessment.
History	Yr 3 – The Romans	Commemoration, discrimination, exploration, conquered, settlement, pagan, raid	L.I. I can explain why, where and when the Scots and Anglo-Saxons invaded Britain Pupils to explain why, where and when the Scots and Anglo-Saxons invaded Britain.	L.I. I can use maps and atlases to locate countries and cities of the UK where the Anglo-Saxons settled. Pupils to use a map to identify the seven Anglo-Saxon Kingdoms.	L.I. I understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings Pupils to understand the root meanings of places that contain different suffixes. Pupils to find the different places on a map or atlas.	L.I. I can tell you about the different jobs that Anglo-Saxon people did and explain about one job in more detail Pupils to research Anglo-Saxon jobs and present their work in the form of a wanted poster.	L.I: I can understand the features of and describe an Anglo-Saxon settlement Pupils to investigate the features of an Anglo-Saxon settlement. Pupils to design, draw and label an Anglo-Saxon settlement.	L.I: I can understand and describe what life was like in an Anglo-Saxon village. Pupils to research what life was like in an Anglo-Saxon village, to be able to create a double page spread. Pupils to research food and drink, clothing, work and leisure.	L.I: I can ask and answer questions about the Anglo-Saxons. To interpret and suggest uses of artefacts. Pupils to investigate a range of Anglo-Saxon artefacts.	L.I. I can write an explanation text about King Alfred the Great. Pupils to research King Alfred the Great and write an explanation text.	L.I. I can record information about the Anglo-Saxons. Pupils to complete their hexagon assessment on the topic of the Anglo-Saxons.

					Pupils to label the different places on a map of Britain from the previous week.						
Computing	Yr 3 - We are Programmers	Debug Input / Output Interface Program Prototype Repetition Variable		<u>We are Software Developers</u> L.I. – To understand what an educational game is • I understand the meaning of input and output • I understand that educational games usually include question, response and feedback • I understand that a good educational game should include progression and challenge	<u>We are Software Developers</u> L.I. – To design an educational game • I can create a simple storyboard for an educational game • I understand that my storyboard represents an algorithm • I can come up with at least 5 questions for my educational game	<u>We are Software Developers</u> L.I. – To develop an educational computer game using selection and repetition • I can use the appropriate coding blocks to ask questions in my game • I can program my script to give appropriate responses to answers • I can use repetition to complete my code.	<u>We are Software Developers</u> L.I. – To understand and use variables • I understand why variables are needed when programming a game • I can use a variable to add a scoring system to my game • I can use a variable to add a timer to my game	<u>We are Software Developers</u> L.I. – To debug a computer program • I can test my program against my design • I can match a piece of code to an outcome • I can modify my program to make it better and correct mistakes	<u>We are Software Developers</u> L.I. – To recognise the importance of user interface design • I can make design choices and justify them • I can improve my game with sounds and multiple backgrounds • I can evaluate my project		Assessment based on final Scratch Project
Religious Education		Bible, Messiah, Commandments, Incarnation, Testament, Sacrifice, Prophecy, Atonement	L.I. I can identify different sources of authority. • Pupils to learn about where Christian religious beliefs come from. • Pupils to consider their own Sources of Authority record.	L.I. I can examine and explain the importance of biblical stories and parables in Christian belief. • Pupils to understand the Bible and how this is a special book for Christians.	L.I. I can compare the Old and New Testament and identify similarities and differences. • Pupils to create a mind-map for both the Old and New Testament.	L.I. I can investigate the relevance and importance of the Crucifixion to Christian beliefs. • Pupils to consider how the crucifixion influences Christian beliefs.	L.I. I can construct a reflective summary. Pupils will revisit prior learning and create their own poster to answer the Core Question 'Where do Christian Religious Beliefs Come From?'.				
Music	EYFS: General references & use of 'Repeating Patterns' in musical activities.	Ostinato. Repeating Patterns. Body Percussion. Untuned Percussion.		LI: I can understand the musical expectations for 'Year 4'.	LI: I can understand & respond to simple Ostinato (Repeating) Patterns.	LI: I can understand & respond to more complex Ostinato	LI: I can understand & respond to a different sort of Ostinato				

	Year 1 & 2: General references & use of 'Repeating Patterns' in musical activities. Repeating Patterns / Same or Different activities. Year 3: General references & use of 'Repeating Patterns' in musical activities. Use of Repeating Patterns during warm ups of recorder lessons.	Tuned Percussion.		Explain / discuss the 'Year 4' music curriculum. Complete individual music book covers for 'Year 4'.	I can work successfully with a partner. Introduce & learn 'Four White Horses' song. With partners introduce & rehearse a simple 4 beat repeating pattern clapping game. Using different media introduce & discuss 'Ostinato'.	(Repeating) Patterns. I can work successfully with a partner on a more complex ostinato pattern. Using previously learned 'Four White Horses' song. With partners recap 4 beat repeating pattern clapping game. Introduce & rehearse a more complex 6 beat repeating pattern clapping game to the same song.	(Repeating) Patterns. I can work successfully in a group. Using previously learned 'Four White Horses' song. With partners recap 4 & 6 beat repeating pattern clapping game. In groups of 4, introduce & rehearse the more complex 6 beat repeating pattern clapping game to the same song.				
PSHE	Year 3: Being Me- Rights and responsibilities Understanding how actions affect others Year 2: Being Me- Recognising choices and consequences	Included Excluded Welcome Valued Team School Community Responsibility Rights Democracy Reward Consequence Democratic Decisions Voting Authority Learning Charter Role Contribution Observer UN Convention on Rights of Child	L.I: I know my attitudes and actions make a difference to the class team L.I: I know how good it feels to be included in a group and understand how it feels to be excluded	L.I: I can understand who is in my school community, the roles they play and how I fit in L.I: I can take on a role in a group and contribute to the overall outcome	L.I: I can I understand how democracy works through the School Council L.I: I can recognise my contribution to making a Learning Charter for the whole school	L.I: I can understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them L.I: I can understand how rewards and consequences motivate people's behaviour	L.I: I can I understand how groups come together to make decisions L.I: I can take on a role in a group and contribute to the overall outcome	L.I: I can understand how democracy and having a voice benefits the school community L.I: I can understand why our school community benefits from a Learning Charter and can help others to follow it	Not Jigsaw scheme L.I: I can understand how to feel a sense of pride. L.I: I can talk about what makes me proud of myself.	Not Jigsaw scheme L.I: I can talk about different emotions and their intensities. L.I: I can understand how emotions feel on the inside and look on the outside.	Observations over the term and final product of lesson 6.
PE		Dribble, control, support play, attack, defence, passing, receiving	No PE lesson this week	Know how to dribble a ball, change direction and maintain control	Be able to run with ball Be able to turn with a ball Know how to pass a ball Work as a team	Improve accuracy of passing by using a target Learn how to receive a ball Dribble with control	Learn how to support other players in a team Know how to communicate with team members	Learn what skills might be used to stop someone scoring Learn how to attack as team	Play as a team Use skills and tactics learned in previous lessons	Play small sided games and show an understanding of the rules and sportsmanship	End of unit assessment
Languages	Je m'appelle J'ai ans Ca va!	Comment tu t'appelles? Quel age as-tu? Ca va?	I can ask and answer several questions about myself	I can recall and say classroom commands.	I can say and read some numbers	I can remember days and months in French	I can say and write names of rooms in a school	I can say and write nouns for classroom objects	Puzzle it out		

	Numbers to 12 Days of week	months	Locate France on a map of Europe Know what France is known for. Join in with a traditional song	Apply these and new ones to a Viking ship and play game – link to topic	between 0 and 20.						
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