



Harvington C of E (Controlled) First & Nursery School

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Headteacher –Mr T Holdstock

'Together we love, learn and grow'

Dear Parents and Carers,

Please find the information for Year 4 for Autumn term 1.

Class Teacher: Miss Knapton		Teaching Assistants: Mrs Roebuck Mrs Harrison Miss Powell		PTFA Rep: Mrs Creeber and Mrs Whitehouse	
Parent Share Sessions: N/A		End Product: Food Art Work		Planned Trips/Visitors: N/A	
				Homework: Reading at least 3 times a week. Weekly spellings and times tables. Practise 6 times tables on Maths Frame Times table check.	



Medium Term Plan- Year 4- Autumn 1

End Product: Food Art Work

Trip: NA

Geography: Where does our food come from?

Key Knowledge

- To know where North and South America are on a world map.
- To know the world's different climate zone and they are areas of the world with similar climates.
- To know that biomes are areas of the world with similar climates, vegetation and animals.
- To know vegetation belts are areas of the world which are home to similar plant species.
- To know that countries near the Equator have less seasonal change than those near the poles.
- To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.
- To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.
- To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.
- To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.
- To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know that climates can influence the foods able to grow.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.
- To know the UK grows food locally and imports food from other countries.
- To know that grid references help us locate a particular square on a map.
- To know an enquiry-based question has an open-ended answer found by research.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.
- To know that qualitative data involves opinions, thoughts and feelings and is often subjective.

Key Vocabulary: air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend

R.E. How do festivals and worship show what matters to Muslims?

Make sense of belief:

- Identify some beliefs about God in Islam, expressed in Surah 1
- Make clear links between beliefs about God and *ibadah* (e.g. how God is worth worshiping; how Muslims submit to God)

Understand the impact:

- Give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.
- Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)

Make connections:

- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims
- Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

Science-Animals Digestion and Food - Kapow

Key Knowledge

To know:

- The main organs of the human digestive system are the mouth, teeth, tongue, oesophagus, stomach, small and large intestines and each has a different function.
- The different types of human teeth are incisors, canines, premolars and molars and each has a different function.
- Teeth can be damaged by sugary and acidic food, for example.
- It is important to brush teeth twice a day, make good food choices and visit the dentist regularly.
- The teeth of carnivores and herbivores are different for a reason.
- Predators hunt for their food and prey are the animals being hunted.
- Producers make their own food.
- Food chains begin with a producer, followed by consumers and arrows to show the energy passed on.

Key Vocabulary: canine, conclusion, control variable, digest, digestive system, ethics, faeces, fair test, incisor, large intestine, molar, mouth, oesophagus, premolar, producer, proof, record, results table, saliva, small intestine, stomach, trustworthy, variable

<u>PE Swimming-Get Set for PE</u> <u>Key Knowledge:</u> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	<u>PSHE-Being Me in My World-Jigsaw</u> <u>Key Knowledge</u> • I know my attitudes and actions make a difference to the class team. • I know how good it feels to be included in a group and understand how it feels to be excluded. • I try to make people feel welcome and valued. • I can take on a role in a group and contribute to the overall outcome. • I understand how democracy works through the school council. • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. • I understand how groups come together to make decisions.	<u>Art and Design- Drawing-Exploring tone, texture and proportion</u> <u>Key Knowledge</u> • Using lighter and darker tints and shades of a colour can create a 3D effect. • How to use basic shapes to form more complex shapes and patterns. • Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. • How to use texture more purposely to achieve a specific effect or to replicate different surfaces. • That using lighter and darker tints and shades of a colour can create a 3D effect. • Tone can be used to create contrast in an artwork. • Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass. • Represent geometric 3D shapes more accurately and begin to include organic forms. • Use a more diverse range of marks to convey a subject's form. • Combine lines and marks to create light and dark areas of a drawing. • The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light. • Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones. • Sketch to plan the placement of their composition elements for visual effect. • Draw more accurately in relative size/proportion. • Recognise whether something is in the foreground or background of a composition and how size can show distance. • Artists use drawing to plan ideas for work in different media. • Artists make choices about what, how and where they create art. • Art can be all different sizes. • Art can be displayed inside or outside. • Artworks can fit more than one genre. • Artists evaluate what they make, and talking about art is one way to do this. <u>Key Vocabulary:</u> collage, composition, form, highlight, proportion, shadow, three-dimensional
<u>Music- Body and Tuned Percussion: Rainforests -Kapow</u> <u>Key Knowledge:</u> • To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. • To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. • To know that a 'loop' in music is a repeated melody or rhythm. • To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. <u>Key Vocabulary:</u> body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion	<u>Computing Unit: Animation-Purple Mash</u> <u>Key Knowledge:</u> • To understand what animation is. • To know what onion skinning is and be able to use this technique for 2D computer animations. • To know how to enhance simple animations using animation software. • To plan an animation. • To create a narrative. • To evaluate animations. <u>Key Vocabulary:</u> animation, animation software, background, copy frame, frame, frame per second, onion skinning, sharing controls, sound effect, stop motion, storyboard	

<u>Spelling</u>	<u>English</u>	<u>Maths</u>
- Common exception words – Year 4 - The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-less</i> - The suffix <i>-ly</i> - The /n/ sound spelt <i>kn-</i> and <i>gn-</i> at the beginning of words	Fantasy Fiction Outcome: To write a narrative based on the story of 'Gorilla' <u>Mastery Keys</u> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use fronted adverbials Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Use commas after fronted adverbials <u>Feature Keys</u> Use small details to describe characters Use small details for time, place and mood Use 1st or 3rd person consistently Use tenses appropriately Sequence stories in different stages: introduction, build up, climax, resolution Recount Diary Outcome: To write Leon's secret diary including conversation between Leon and the boy <u>Mastery Keys</u> Use Standard English forms for verb inflections Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Indicate possession by using the possessive apostrophe with plural nouns Recognise the difference between plural and possessive 's' Build a varied and rich vocabulary <u>Feature Keys</u> Use small details to describe characters and evoke a response Use small details for time, place and mood Use 1st person consistently Write in consistent past tense Chronological order Write an opening paragraph to share thoughts and feelings and to summarise the day Finish with a personal comment about hopes or concerns for the future	<u>Number and Place Value 4 weeks</u> - count in multiples of 6, 7, 9, 25 and 1,000 - recognise the place value of each digit in a four-digit number - order and compare numbers beyond 1,000 - recall multiplication and division facts for multiplication tables up to 12 × 12-ongoing - find 1,000 more or less than a given number - count backwards through 0 to include negative numbers - round any number to the nearest 10, 100 or 1,000 - read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value <u>Addition and Subtraction – 2 weeks</u> - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why