

Autumn 1

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| <u>Year group: 4</u> | <u>Term: 1</u> | | <u>Enquiry Question:</u> <u>How has the river Humber affected life in our area?</u> |
| | <u>Essential knowledge:</u> | <u>Essential vocabulary</u> | <u>Skills:</u> |
| Creative development | <p><u>Art</u></p> <p><u>Drawings- Rivers</u></p> <ul style="list-style-type: none"> - Know how to record detailed ideas in sketch books. - Know how to draw creatively exploring materials used. - Know how to use observations to draw and sketch. - Know how to improve work by editing work and changing the materials used when drawing. <p><u>Music</u></p> <p><u>Focal Composers - Benny Andersson and Björn Ulvaeus (ABBA)</u></p> <p><u>Singing</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - Conductor: A person who the choir or group follow - Songs can make you feel different things e.g. happy, energetic or sad | <p>Mural Hessle Road Lily Bilocea Fishermen Graffiti</p> <p>Keyboard Electric guitar Bass Drums Melody Pulse Rhythm Pitch Tempo Dynamics Texture Structure</p> | <p><u>Art</u></p> <p><u>Drawings- Rivers</u></p> <ul style="list-style-type: none"> - Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Make informed choices in drawing including paper and media. <p><u>Music</u></p> <p><u>Focal Composers - Benny Andersson and Björn Ulvaeus (ABBA)</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> - To sing in unison and in simple two-parts. - To enjoy exploring singing solo. - To sing with awareness of being 'in tune'. - To rejoin the song if lost. - To listen to the group when singing. |

Autumn 1

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| | <ul style="list-style-type: none"> - Singing as part of an ensemble or large group is fun, but that you must listen to each other - Texture: How a solo singer makes a thinner texture than a large group <p><u>Playing</u> To know and be able to talk about:</p> <ul style="list-style-type: none"> - The instruments used in class (a glockenspiel, a recorder) - Other instruments they might play or be played in a band or orchestra or by their friends. <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> - To know songs from memory and who sang them or wrote them - To know the style of songs - To be able to talk about: - The style of a song - Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the song (introduction, verse, chorus etc) - Name some of the instruments they heard in the song. | <p>Solo Unison Musical style Backing vocal Conductor</p> | <p><u>Playing</u></p> <ul style="list-style-type: none"> - To play any one of four differentiated parts on a tuned instrument from memory or using notation - To rehearse and perform their part within the context of the song - To experience leading the playing by making sure everyone plays in the playing section of the song <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> - To confidently identify and move to the pulse - To talk about the musical dimensions in the songs e.g. if the song gets louder in the chorus (dynamics) - To talk about the music and how it makes them feel - Listen carefully and respectfully to other people's thoughts about the music - Use musical vocabulary when talking about music |
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Autumn 1

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| <p>Knowledge & understanding of the world</p> | <p><u>Geography</u></p> <p><u>How has the river Humber affected life in our area?</u></p> <p>Children will explore the following knowledge:</p> <ul style="list-style-type: none"> - Location of Hull and other Ports inside Europe and the Northern Hemisphere. - Location of Hull within the UK and how the Canal system helped to build Hull. - Hull's history as Kingstown and purposes for Hull. - Reasons for whaling. - How whaling changed Hull. - Impact of the rise and decline of whaling on the people of Hull. - 3rd Largest Port - 5th Largest Industry - Cod Wars - Relationship with other European Countries - Decline of fishing due to overfishing and other reasons. - Hull as it is now – how are the ports used. - Children predict further changes for the future. | <p>Grid reference Human & physical features Port Canals Humber Satellite Aerial image Compass point OS map Key Symbols Route Trade Economic Industry</p> | <p><u>Geography</u></p> <p><u>How has the river Humber affected life in our area?</u></p> <ul style="list-style-type: none"> - Children use Geographical enquiry to ask and respond to questions and offer their own ideas e.g. about how the location of Hull on the Humber has had an effect on its development as a port/whaling/fishing/sustainable energy wind turbine production centre. - How has its location in Europe and the Northern Hemisphere shaped Hull? Collect evidence to this effect and analyse and draw conclusions e.g. make comparisons between similar European port cities/countries. - Develop direction and location skills by using 4 compass points well and beginning to use 8 points. - Also use letter/no. co-ordinates to locate features on a map confidently. - Use maps – e.g. large and medium scale OS maps – to identify fishing areas and routes into port and/or follow routes along canals to Hull. - Consider how representation is used on maps and begin to use keys and recognise symbols on OS maps. - Begin to consider scales and distance on different scale maps e.g. by matching the same boundary or country of European countries involved in fishing and 'cod wars'. - Identify human or physical features (e.g. ports, |
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Autumn 1

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| | <p><u>RE</u></p> <p><u>Belief in Community – What does it mean to belong to a faith?</u></p> <ul style="list-style-type: none"> - Explore issues of justice and freedom - Explore religious rituals that show identity and belonging in different religious traditions. - Read religious stories which show how religious people are expected to behave. | <p>Community Belonging Symbol Artefact Rules Holy book Baptism</p> | <p>fishing areas, canals) using junior atlases, map sites on internet, satellite images or aerial photographs.</p> <ul style="list-style-type: none"> - Children explore Hull as a constant within a chronological framework and can make links to other time periods that they have previously studied or will explore e.g. civil war and WW2 and identify how it has changed. - Children give reasons for a historical event happening to Hull and can describe the consequences e.g. boom or bust. - Children ask some relevant historical questions regarding the period studied and can relate this to how it impacts people within the local areas. - Children can identify how military, social, political, trade and economic changes impacted Hull as a local area. - Begin to identify significant places and environments <p><u>RE</u></p> <p><u>Belief in Community – What does it mean to belong to a faith?</u></p> <ul style="list-style-type: none"> - Explore religious stories which show how religious people are expected to behave - Recognise where these rules for living come from. - Explain how and why symbols and artefacts are used in rites of passage. |
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Autumn 1

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| | <p><u>French</u></p> <p><u>Getting to Know</u></p> <ul style="list-style-type: none"> - Know how to use French words for everyday classroom objects. - Know how to hold conversations by asking questions about name, age and where you live. - Know how to use French spoken language to describe people and places. | <p>Une école Où habite a... Quelle est ton adresse? Mon adresse est...</p> | <p><u>French</u></p> <p><u>Getting to Know</u></p> <ul style="list-style-type: none"> - Listen attentively to spoken language, including everyday classroom language and instructions and show understanding by joining in. - Engage in conversations by asking and answering questions, such as name, age, where I live and express opinions. - Describe people and places orally. |
| <p>SMSC</p> | <p><u>Being Me</u></p> <p>Children are taught to recognise their place within society: their class, school, local community or (briefly) as part of the United Kingdom.</p> <p>We will achieve this whilst learning:</p> <ul style="list-style-type: none"> - My attitudes and actions make a difference to the class team - How good it feels to be included in a group and understand how it feels to be excluded - Who is in my school community, the roles they play and how I fit in - To take on a role in a group and contribute to the overall outcome - That my actions affect myself and others - To care about other people's feelings and try to empathise with them - How rewards and consequences | <p>Included Excluded Welcomed Valued Team Charter Role Job description School community Rights Responsibilities Democracy Reward Consequence Democratic Voting Authority Role Contribution Observer Decisions</p> | <p><u>Being Me</u></p> <ul style="list-style-type: none"> - I can self-reflect, empathise (with those throughout the school) and differentiate between positive and negative feelings - I can perform collaboratively within a team to achieve a joint outcome - I can distinguish how and why our school is democratic and the role I play within this - I can tell you a time when my first impression of someone changed as I got to know them - I can explain why it is good to accept people |

Autumn 1

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| | motivate people's behaviour | UN convention of rights of child | |
| Scientific & technological understanding | <p><u>Science</u></p> <p><u>States of Matter</u></p> <ul style="list-style-type: none"> - Compare and group materials together, according to whether they are solids, liquids or gases - Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p><u>Computing</u></p> <p><u>Online Safety (Unit 4.2)</u></p> <ul style="list-style-type: none"> - Understand how children can protect themselves from online identity theft - Understand the information put online leaves a digital footprint - Identify the risks and benefits of installing software - Understand that copying work of others and presenting it as your own is called plagiarism - Identify the positive and negative | <p>Solids Liquids Powders Flow Gases Shape Volume Temperature Celsius Degrees Condensation Evaporation Melt Freeze</p> <p><u>Online Safety (Unit 4.2)</u></p> <p>Phishing Digital footprint Identity theft Plagiarism Behaviour Influences Consequence</p> | <p><u>Science</u></p> <p><u>States of Matter</u></p> <ul style="list-style-type: none"> - Ask relevant questions - Record findings - Label diagrams - Make systematic and careful observations - Report on findings from enquiries - Identify differences, similarities and changes <p><u>Computing</u></p> <p><u>Online Safety (Unit 4.2)</u></p> <ul style="list-style-type: none"> - Identify the consequences of plagiarism. - Identify the difference between copyright and using information for research - Identify appropriate behaviour - Select appropriate websites - Identify positive and negative influences of technology |

Autumn 1

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| | <p>influences of technology on health and the environment.</p> <p><u>Effective Searching (Unit 4.7)</u></p> <ul style="list-style-type: none"> - Locate information from the search results page - Search effectively - Assess whether information source is true and reliable | <p><u>Effective Searching (Unit 4.7)</u></p> <p>Search Locate Reliable Query Question Answer</p> | <p><u>Effective Searching (Unit 4.7)</u></p> <ul style="list-style-type: none"> - Structure search queries - Answer a series of questions - Create search questions for friends |
| <p>Physical development</p> | <p><u>Physical Development</u></p> <p><u>Invaders- Football (Unit 4.1)</u></p> <ul style="list-style-type: none"> - Know how to dribble a ball, change direction and maintain control - Know how to pass a ball - Learn how to receive a ball - Identify and apply ways to move the ball towards an opponent's goal - Learn how to support other players in a team - Know how to communicate with team members - Learn concepts of attack and defence - Learn what skills might be used to stop someone scoring - Learn how to attack as a team | <p><u>Invaders (Unit 4.1)</u></p> <p>Attack Defence Dribble Passing Receiving Support play</p> | <p><u>Physical Development</u></p> <p><u>Invaders- Football (Unit 4.1)</u></p> <ul style="list-style-type: none"> - Keep possession of a ball - Use ABC techniques to keep control of a ball in a competitive situation - Be able to run and turn with a ball - Work and play as a team - Use accurate passing and dribbling in a game - Improve accuracy of passing by using a target - Dribble with control - Use skills and tactics learning in previous lessons |

Autumn 1

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| | <p><u>Boot Camp (Unit 1.1)</u></p> <ul style="list-style-type: none"> - Understand how to prepare the body for exercise - Understand what fitness means - Experience some of the changes that occur to the body during exercise - Understand what happens to the heart rate during exercise - Learn new moves and perform them with good technique and balance | <p><u>Boot Camp (Unit 1.1)</u></p> <p>Burpee Circuit Fitness Heart rate Jumping Mobility Plank Running Spotty dogs</p> | <p><u>Boot Camp (Unit 1.1)</u></p> <ul style="list-style-type: none"> - Improve a circuit that includes activities practised - Demonstrate the correct technique for activities - Discover which activities individuals find easy or difficult - Develop agility and coordination - Perform more complex patterns of movement |
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Autumn 1

| <u>Guided reading text and other linked books</u> | <u>Previous Learning Links</u> | <u>Adaptations to the curriculum for SEND</u> | <u>Key Questions:</u> |
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| Why the Whales Came. Various non-fiction books. Land of Green Ginger. | - Our local area | <ul style="list-style-type: none">- Basic maps with straightforward compass point directions.- Linking transport from the past to their lives- Identifying how they link with Hull now and compare with the past- Physically exploring human and physical features- Experiential learning in science | What was the relationship between Hull, the docks and the River Humber? Which type of transport was most important to Hull? How is fishing important to Hull? |