

Class 4 AutumnTerm 2021

This term, our main focus is to settle children back into the routines of school, helping them to be confident, self-assured, with a sense of well being and a readiness to learn.

Our curriculum will evolve over the term according to our assessments of the children – both personally and academically. Our aim is to enable our children to activate prior learning, recover lost learning (where necessary) and develop new knowledge, skills and understanding.

Subject	Learning Hook	Context	Prior Learning
<b>History</b>	Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically	<p><u>Vile Victorians</u></p> <p>During this unit, as Historians, pupils will explore what life was like in the Victorian era. They will compare society, culture and religious beliefs in the Victorian era to those of the modern era.</p> <p>In addition, pupils will have the opportunity to compare the life of children to their own lives. They will use historical language and primary and secondary sources of information to make deductions about the past, including identify the features of the lifestyles of the rich and poor.</p> <p><b>Science link: STEM (Engineering), exploring the industrial revolution. Trip to the Think Tank, where pupils will able to explore how machinery changed in the Victorian era.</b></p> <p><b>Maths link: understanding of chronology.</b></p>	<p>Understanding of chronology –WW2 (Y5/6), Crime and Punishment (Y5/6), The Greeks (Y5/6), The Romans (Y3/4), The Vikings (Y3/4), The Stone age (Y3/4)</p> <p>Using sources of evidence to investigate the past – WW2 (Y5/6), Crime and Punishment (Y5/6), The Greeks (Y5/6)</p>
<b>Science</b>	Understand movement, forces and magnets Understand the Earth’s movement in space Work scientifically	<p><u>Feel the Force</u></p> <p>In Year 3 children learned about how contact and non-contact forces make things start and stop moving. This module builds on these ideas and develops an understanding of how forces including gravitational attraction and drag forces – friction, air resistance, water resistance, and upthrust in water – affect movement. Children learn how mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect, and they use this knowledge in different investigations.</p> <p>When working scientifically, children plan and carry out fair test and pattern-seeking investigations, observe carefully, record accurate measurements, and construct different mechanisms. They look at scientific ideas from the past and carry out an activity to find evidence to support or refute famous scientists’ ideas. They make predictions as a result of carrying out activities and go on to plan new investigations. There are opportunities to develop graphing skills as well as communication and presentation skills.</p>	<p>Forces Y3</p> <p>Link: <b>Trip to the Think Tank (Forces Workshop)</b></p>

		<p><b>Maths link: taking measurements and finding averages, multiplication and division.</b></p> <p><u>The Earth and Beyond</u>          In this module children develop their knowledge of the Earth's (and other planets') place in the solar system, and their relationships with other bodies in space, in particular with the Sun. Children also learn how the Earth's orbit determines the length of a year and why we have leap years. They will investigate how the Earth's rotation causes night and day, and is responsible for the apparent movement of the Sun across the sky, and its changing height in the sky. Children also learn how the Earth's rotation and tilt affect the direction and length of shadows, and how to use shadows for telling the time.</p> <p><b>Maths link: taking measurements, fractions.</b></p>	<p>Space Y1/2, Y3  <b>Trip to the Think Tank (Planetarium)</b></p>
<p><b>Geography</b></p>	<p>Investigate patterns          Communicate geographically          Investigate places</p>	<p><u>Trade and economics</u>          In this unit, the children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market.</p> <p><b>Maths link: money, percentages, statistics.</b></p> <p><u>Amazing Americas</u>          In this unit about the Amazing Americas, children will first find out about the continents of North and South America, and the countries that form them. They will also look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. There is the opportunity to carry out a detailed fieldwork study of the children's local area to help them to identify the similarities and differences between a region of the Americas and where they live. Children will also develop their map and atlas skills and practise reading and writing coordinates. They will learn about the ancient and new wonders of the world, specifically those of the Americas, and they will research a natural wonder of the Americas and create their own presentations to teach others what they learn.</p>	<p>Settlements (Stone Age, Romans and Anglo-Saxons)          Local area study          Map Skills          Around the World (Y3/4)</p>

		<b>Maths link: measurements.</b>	
<b>Design and Technology</b>	Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history	<u>Bridges</u> This topic develops children’s understanding of secure structures and introduces them to measuring, sawing and joining wood accurately. After learning about different types of bridges and also exploring how the strength of structures can be affected by the shapes used. Children create their own wooden bridge and test its durability. <b>Maths link: measurements.</b>	Master practical skills (Y1,2,3,4) Design, make, evaluate and improve (Y1,2,3,4) Take inspiration from design throughout history (Y1,2,3,4)
<b>Art and Design</b>	Develop ideas Master techniques Take inspiration from the greats	<u>Every picture tells a story (Banksy)</u> Looking at the meaning behind art, children: analyse the intentions of Banksy; make ink symmetry prints inspired by psychologist Rorschach; tell a story using emojis; use drama to recreate a poignant war scene and are inspired by the ceramic work of Magdalene Odundo, to work expressively outside.  <u>Photography</u> Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. Familiarising themselves with new photography artists, children gain a new perspective on the way they look at the people and objects around them, capturing and presenting images in different ways. Science link: light.	Develop ideas (Y1,2,3,4) Master techniques (Y1,2,3,4) Take inspiration from the greats
<b>Religious Education</b>	Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect Understand values	<u>What is the best way for Hindus to show commitment to God? (Hinduism) <b>SMSC link: Social and Cultural</b></u> In this unit we will be exploring different ways that Hindus show commitment to God.  <u>How significant is it that Mary was Jesus’ mother? (Christianity) <b>SMSC link: Spiritual</b></u> In this unit, we will explore Christian beliefs about Mary and her significance.	Understand beliefs and teachings (Y1, 2, 3, 4, 5) Understand practices and lifestyles (Y1, 2, 3, 4, 5)
<b>Languages</b>	Read fluently Write imaginatively Speak confidently	<u>A l’école</u> This unit allows children to bring the French they are learning directly in to what they do everyday at school. It enables them to talk about their subjects in terms of expressing an opinion and at what time they study these topics. They are also introduced to the irregular verb "aller" (to go).  In particular, the children will: <ul style="list-style-type: none"><li>Name the subjects we study in school in French with the correct definite</li></ul>	Listening and reading skills (Y3/4/5/6) Writing skills (Y3/4/5/6)  French Phonics – (Y3/4)

article/determiner.

- Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.
- Start to tell the time by learning how to say time by the hour.
- Say at what time we study certain subjects at school.

### Phonics

During this unit, the children will build on prior learning of French phonemes and move on further to cover the following:

### Vowel sounds in French

A	E	I	O	U
In French the letter 'a' is pronounced like an elongated version of the 'a' sound in the English words 'c <u>a</u> t' or 'p <u>a</u> t'. When making the sound exaggerate the lower jaw as much as possible. The sound comes from the back of the mouth and the tongue is kept low down in the mouth.	This French 'e' sound is a short, crisp 'e' sound made with the tongue low in the mouth. It is pronounced as 'euh' much like we pronounce the 'e' in the English word 'th <u>e</u> '. The lips are pursed and are softly rounded.	The French letter 'i' is pronounced very closely to how we pronounce the letter combination 'ee' in English. It is pronounced as we pronounce the 'ee' sound in our English words 's <u>ee</u> ' or 'k <u>ee</u> p'. This vowel sound positions the tongue flat and low down in the mouth and with the mouth drawn back.	The French 'o' sound is pronounced similarly to the way we pronounce the letter 'o' in the English word 'o <u>r</u> '. The tongue is kept low in the mouth when we make the sound. It is not a long, rounded sound as in English, instead it is a shorter and crisper sound and the lips are kept more relaxed.	The French letter 'u' is pronounced as 'oo <u>o</u> h' but a little shorter and more clipped. The position of the tongue in the mouth is the same as it is when we say the English words 'wh <u>o</u> ', 'sh <u>o</u> e' or 'tw <u>o</u> '.

Key sounds / phonemes presented in this lesson

QU	GNE	Ç	EN *	AN *
In French the letter 'q' is always followed by a letter 'u'. The French phoneme 'qu' is pronounced as a hard 'k' or a hard 'c' sound. It is pronounced very much like the 'c' sound in our English word 'cook'. The mouth is pushed forward and the lips are kept quite close together.	This French phoneme is quite a tricky one for English speakers. The purpose of the letter 'g' in this French phoneme is not to be pronounced as a hard 'g' sound but to soften and lengthen the sound of the letter 'n' that follows it. The French phoneme 'gne' is pronounced as 'n-yuh' and sounds similar to the 'ni' sound in the English word 'onion' or the 'ny' sound in the English word 'canyon'. The tongue should touch the roof of the mouth at the back of the top row of teeth.	The French letter 'ç' (this is a letter 'c' with a cedilla accent underneath it) changes the pronunciation of the letter 'c' from a hard 'k' sound to a soft 's' sound. Adding the cedilla accent under the letter 'ç' makes the 'ç' look like a letter 's' and this is the way the letter is pronounced. It is pronounced the same way as the letter 's' in our English words 'say', 'see' or 'snake'.	The French sound/phoneme 'en' is a nasal sound and is pronounced similarly to the way we say the 'on' sound in the English word 'song'. See notes below for more details regarding nasal sounds.	The French sound/phoneme 'an' is the same nasal sound as the French phoneme 'en'. It is pronounced similarly to the way we say the 'on' sound in the English word 'song'. See notes below for more details regarding nasal sounds.

<b>Physical Education</b>	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Gymnastics Invasion Games Net and Wall Games	Gymnastics (Y3. 4) Invasion Games (Y3. 4) Net and Wall Games (Y3. 4)
<b>Computing</b>	Code Collect Communicate Connect	<u>Online Safety</u> In this unit, the children will: <ul style="list-style-type: none"> <li>Learn about the impact and consequences of sharing information online.</li> <li>Explore how to develop a positive online reputation that will benefit the children in the long term.</li> <li>Capture evidence techniques and methods to combat online bullying.</li> </ul> <u>Search Engines</u> In this unit, the children will: <ul style="list-style-type: none"> <li>Quickly and accurately find information and become independent learners.</li> <li>Develop their searching skills and learn how to identify trustworthy sources.</li> </ul>	Collect (Y1,2,3,4) Communicate (Y1,2,3,4)

<b>Maths</b>	Know and Use Numbers Add and subtract Multiply and divide Use fractions	A range of contexts.	Know and Use Numbers (Y3/4/5) Add and subtract (Y3/4/5) Multiply and divide (Y3/4/5) Use fractions (Y3/4/5)
<b>English</b>	Understand texts Transcribe Compose Analyse Present	<p><u>Street Child</u>          In this unit, the children will make links to their learning about the Victorians in History. They will summarise the text, recalling the main events. They will infer meaning about the characters and how they behave, applying their knowledge of life in the Victorians times particularly life in the poor house. They will find the meaning of unfamiliar vocabulary, interrogating the author’s use of language. In addition, they will have the opportunity to apply their learning into their weekly big writes, including a range of text types.</p> <p><b>Maths link: understanding of chronology.</b>  <b>History link: Vile Victorians.</b></p> <p><u>Amazing Inventions</u>          In this unit, the children explore the Big Question: What do you think is the greatest invention? They read the interactive eBook, identifying key facts and then sorting and classifying the information. They use their imagination to consider what the world would be like without modern inventions. In a class debate, they present their arguments for or against the internet. They design an invention for the future, annotating a diagram with relevant information. They answer the Big Question, planning and writing an online article.</p> <p><b>Science link: STEM (Engineering)</b>  <b>History link: Industrial Revolution.</b></p> <p><u>Poetic Voice</u>          In this unit, the children explore free verse poems, focusing in depth on the work of two poets – Ted Hughes and John Agard. They focus on imagery and explore different language patterns. They write poems based on a model and present a free verse poem in letter form.</p>	Understand texts (Y1,2,3,4) Transcribe (Y1,2,3,4) Compose (Y1,2,3,4) Analyse (Y1,2,3,4) Present (Y1,2,3,4)
<b>PSHE</b>	Internet safety and harms. Being a good citizen. Mental well-being.	<p><u>Be Yourself</u>          This unit is inspired by the idea that we are all individuals and that it is important to ‘be yourself’. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations.</p>	Internet safety and harms Being a good citizen Mental well-being (Y1,2,3,4)

		<p><u>Britain</u> This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.</p>	
<b>Music</b>	<p>Perform Compose Transcribe Describe music</p>	<p><u>South West Africa</u> Children learn 'Shosholozza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe.</p> <p><u>Composition notation (Ancient Egypt)</u> Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their composition.</p> <p><b>History link: Ancient Egyptians</b></p>	<p>Ukulele instrumental lessons (Y3/4) Performing music (Y3/4/5/6) Describing music (Y1/2/3/4) Composing music (Y3/4)</p>