| Autumn Term Year 4 Themes, subjects with National Curriculum objectives | |
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| **Theme: Go with the Flow** | **Theme: Imaginary Creatures** |
| **PHASE 1: Inspire and motivate** | **PHASE 1: Inspire and motivate** |
| Showing of website from last year and discussion over potential school partners re video links and email pen pals. | Spend an afternoon reading, watching and discussing Harry Potter and the Philosopher's Stone. |
| **PHASE 2: Learn Specifics** | **PHASE 2: Learn Specifics** |
| **Creating Images (English)**<br>- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.<br>- Listen to and discuss a wide range of poetry and non-fiction<br>- Use dictionaries to check the meanings of words they have read<br>- identify themes and conventions<br>- Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action<br>- Discussing words and phrases that capture the reader's interest and imagination<br>- recognising some different forms of poetry<br>- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context<br>- Asking questions to improve their understanding of a text. Draw inferences<br>- Retrieve and record information from non-fiction<br>- Identifying how language, structure, and presentation contribute to meaning<br>- Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br>- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.<br>- Organising paragraphs around a theme. Using conjunctions, adverbs and prepositions | **Stories set in Imaginary Worlds (English)**<br>- Listen and respond appropriately<br>- Participate in discussions, presentations<br>- Gain and monitor the interest of listeners<br>- Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words<br>- Read further exception words<br>- Listen and discuss a range of fiction, taking turns<br>- Increase familiarity with a range of books<br>- Discuss words and phrases that capture the reader's imagination<br>- Explain the meaning of words in context<br>- Ask questions to improve understanding of text<br>- Draw inferences<br>- Predict what might happen<br>- Identify main ideas and summarise<br>- Plan writing by discussing similar writing and recording ideas<br>- Organise paragraphs around a theme<br>- Create settings, characters and plot<br>- Evaluate and edit<br>- Proof read<br>- Read aloud their own writing to a group or the whole class |
| **Word Processing (Computing)**<br>- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.<br>- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information | **Hand Puppet (Design & Technology)**<br>- Develop creative, technical and practical expertise<br>- Critique, evaluate and test their ideas and products and work of others<br>- Use research and develop design criteria<br>- Aim products at particular individuals or groups<br>- Generate, model and communicate ideas<br>- Perform practical tasks such as cutting, joining and finishing |

| | - Use textiles according to functional and aesthetic qualities |
| | - Evaluate their own products |
| | - Develop knowledge to strengthen and reinforce structures |

| **Rivers (Geography)** | **3D modelling (Art)** |
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| - Describe and understand key aspects of physical geography, including rivers and the water cycle<br>- 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, plans and graphs, and digital technologies<br>- Human geography, including: types of settlement and land use, economic activity including trade links<br>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns | - Produce creative work<br>- Explore ideas<br>- Use sketch books to develop ideas<br>- Review and revisit ideas in sketch books<br>- Make sculptures with a range of materials |
| **River songs (Music)** | **Image manipulation (Computing)** |
| - Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression<br>- Listen with attention to detail and recall sounds with increasing aural memory<br>- Use and understand staff and other musical notations | - Use search technologies effectively and be discerning in evaluating digital content<br>- Select, use and combine a variety of software on a range of digital devices to accomplish given goals |
| **PHASE 3: Apply and Share** | **PHASE 3: Apply and Share** |
| Classroom based learning experiences and presentations covering the learning and outcomes of each area above.<br>Presentation to parents: photos, poems and newspaper reports published on website made public to parents | Hall based presentation discussing our day at Harry Potter World, looking at photos and videos taken. A chance to look at the models and puppets that have been made and some children perform a fantasy based story with their hand puppets. |
| **Non-themed Subjects** | |
| **English Skills;**<br>- Reading<br>- Spoken language<br>- Spelling<br>- Handwriting<br>- Grammar and punctuation | **English Skills;**<br>- Reading<br>- Spoken language<br>- Spelling<br>- Handwriting<br>- Grammar and punctuation |

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| **Mathematics;**<br>- Number; number and place value<br>- Number; multiplication and division<br>- Number; fractions (including decimals)<br>- Measurement<br>- Geometry; Properties of shape<br>- Statistics | **Mathematics;**<br>- Number; number and place val<br>- Number; addition and subtraction<br>- Number; multiplication and division<br>- Number; fractions (including decimals)<br>- Measurement<br>- Geometry; Properties of shape<br>- Geometry; position and direction<br>- Statistics |
| **Science; States of matter**<br>- Compare and group materials together, according to whether they are solids, liquids or gases.<br>- 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.<br>- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | **Science; Animals including humans – teeth.**<br>- Identify the different types of teeth and their simple functions.<br>- Set up simple practical enquires<br>- Ask relevant questions and use different types of scientific enquiries to answer them<br>- Make systematic and careful observations<br>- Gather, record, classify and present data<br>- Report on findings from enquiries. |
| **RE**<br>-to use key religious vocabulary in communicating their knowledge and understanding<br>-to identify and begin to describe the similarities and differences within and between religions.<br>-to investigate the significance of religion in the local, national and global communities about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods.<br>-to describe the key aspects of religions and traditions that influence the beliefs and values of others<br>-the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship.<br>-examples of the way in which personal and religious beliefs may influence their behaviour and that of others | **RE**<br>- To describe the key aspects of religions (Hindu gods)<br>- To know the function of people, places and objects within religious practises. (Diwali)<br>- To know key religious practices. (Hindu Shrines)<br>- To investigate the significance of religion in the global community (Christmas and advent) |

| Environmental Studies | Environmental Studies |
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| Water, water everywhere, but not a drop to drink!!<br>- Explain the causes of river pollution in the UK and the impact on the environment.<br>- Discover the link between river pollution and the pollution of our seas and oceans.<br>- Investigate other causes of ocean pollution and the impact on the wider environment. | Food, Glorious Food<br>- Investigate the difference between fruit and vegetables and the parts of the plant that we eat.<br>- Begin to investigate which fruits, vegetables, herbs and edible flowers can be grown in this country and which also can be grown in a restricted space in pots and containers.<br>- Develop skills in planting bulbs and small plants and caring for them through Autumn and Winter and discuss the benefits they provide to our school environment. |
| **German**<br>- Understand and respond to spoken and written language within the themes of numbers to 20, greetings and goodbyes, name and ages. | **German**<br>- Understand and respond to spoken and written language within the themes of colours, birthdays and facial features |
| **P.E.**<br>**Basketball**<br>**Sportshall Athletics**<br>- Using running, jumping, throwing and catching in isolation and combination.<br>- Develop flexibility, strength, technique, control and balance. | **P.E.**<br>**Football**<br>**Gymnastics**<br>- Develop flexibility, strength, technique, control and balance.<br>- Compare their performance with previous ones and demonstrate improvement |