

Science:

To identify different types of teeth and describe their simple functions.

To explore tooth decay

To describe simple functions of the digestive system.

To know that adrenaline is created during exercise and to understand its effects on the body.

To explore the impact of sugar and addiction on the human body.

To know how to recognise and respond to serious medical emergencies

To know what an allergic reaction is and how to respond to severe symptoms.

Technology:

Computing systems and networks- The internet

Physical Health:

Movement- To sprint start

To carry and pass relay equipment whilst running

To skip with a rope using different combinations of jumps

Emotional Health:

How does your health affect your learning?

How can I manage conflict within my relationships?

Whom can I ask for support with my friendships?

How are online relationships different from face-to-face relationships?

How can physical activity help me to manage stress?

How are my emotions linked to my learning?

English core text: Beauty and the Beast

Reading: To use my background knowledge to link to a text or theme

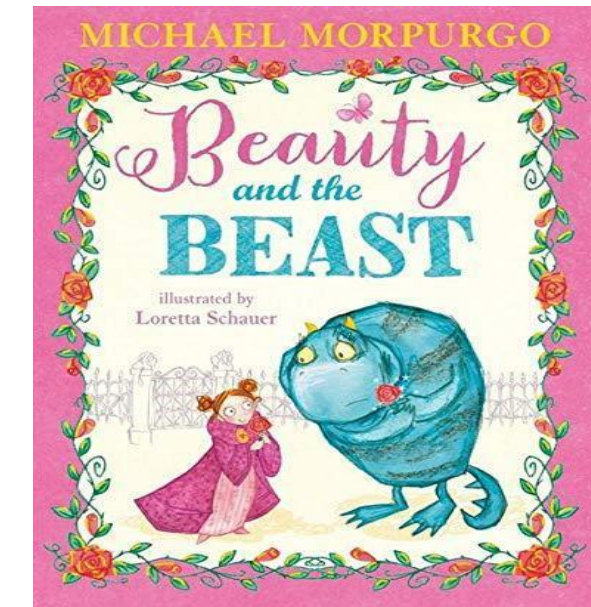
To identify word class to understand the meaning of new words

Reading books that are structured in different ways and reading for a range of purposes

To write prepositional phrases to expand noun phrases

To use a range of sentence structure

Writing outcome: Diary entry and poem



Year 4 - Autumn 1

Communication: Dance

To use levels, shapes, and pathways associated with an event (e.g., falling down a hole, growing from a seed)

To use levels, shapes, and pathways to portray a character (e.g., a heavy giant vs. a light fairy)

To explore contrast in movements with others (e.g., one person high/still while another is low/moving).

To create a sequence pattern to portray a character (using specific gestures that repeat).

To use props to extend the body's dynamic range (e.g., using a ribbon to show continuous, flowing momentum)

To use copying and contrasting shapes with a partner (matching their shape or making the opposite one).

To explore near and far

To explore weight-bearing and contact safely (e.g., leaning on a partner or supporting a small balance).

To use counterpoint (two or more dancers performing completely different sequences simultaneously)

CE Culture:

Arts: To know romanticism focused on landscapes, industrial revolution and religious scenes.

Beliefs: To know what it means to live in a multi-faith society.

Geography: To compare and contrast London to the countryside. To know the United Kingdom is made up of: England, Wales, Scotland and Northern Ireland. To know the British Isles were once connected to the rest of Europe.

Maths:

To count from 0 forward and backwards in multiples of 9

To count from 0 forward and backwards in multiples of 25

To count from 0 forward and backwards in multiples of 100

To represent numbers using different representations for numbers beyond 10,000

To identify numbers using different representations for number beyond 10,000

To recognise the place value of each digit in a 5-digit number (ten thousand, thousands, hundreds, tens, and ones)

To estimate numbers using different representations up to 10,000

Read, write, and partition numbers up to 10,000.

To order numbers beyond 10,000

To round any number to the nearest 10, 100 or 1000

To find 1000 more or fewer than a given four-digit number

To count backwards through zero to include negative numbers

To find missing numbers in scales up to 10,000

To identify and describe rules within a number sequence