

Science

Autumn Term 1: Living things and their habitats

Key Question: Can we use identification keys to identify all the animals we found in the Wildlife Area? **Identifying and Classifying**
WALT compare and contrast the living things observed by their characteristics.

WALT use classification keys to name unknown living things.

WALT classify living things found in different habitats based on their features.

WALT create a simple identification key based on observable features.

Key Question: Do some animals (including mini-beasts) prefer to live in an environment with light and some prefer a dark environment? Do some animals prefer a dry environment and do some prefer a damp environment? **Fair tests**

WALT plan an investigation with a fair test (answer one of the key questions).

WALT investigate and make observations to answer our key scientific question.

WALT research other animals to further answer our key scientific question.

History

The Maya

WALT: Develop a chronological knowledge of when the Maya Civilisation existed.

WALT: Sequence Maya historical events on a timeline. Use key historical vocabulary and place accurately on a timeline.

WALT: Use a range of sources to find out about the Maya civilisation. Who were the ancient Maya people? Where in the world did they live? What was special about the ancient Maya people? Maya writing and number system. (Twinkl lesson 1 Links to non-chronological report writing unit)

WALT: explore secondary sources to find out about life during the Maya Civilisation. (In role as historians using secondary sources: pictures and artefacts to ask and answer questions/discuss what life might have been like for Maya)

WALT: Understand and compare beliefs and behaviours of the Maya society. What did Maya civilisation believe in and what were their rituals / behaviours and how do they compare to

Geography

Locational and Place Knowledge

WALT: Locate North and South America and some main countries (focus on Alaska, Canada, Mexico, Brazil, Peru including those associated with Mayan civilisation)

WALT: Locate the Atacama desert, the Gulf of Mexico, the Caribbean sea, the Yucatan peninsula and the Amazon river on a map

Human and Physical Geography

WALT: Locate and describe the physical geography of Central America.

WALT: Locate the areas in Central America inhabited by the Maya on a world map (Mexico, Belize, Guatemala, El Salvador and Honduras)

WALT: Identify key features of a river e.g. mouth, banks, floodplains, meander, source etc with a focus on The Amazon river.
<https://youtu.be/bTogMbV06Ss?si=qeA4jR8mZeqwzABO>

WALT: Rivers affect the lives of people and the surrounding area
<https://youtu.be/y8ZefORto7k?si=PLN3oTvUIbldiNrW>

WALT: The rainforests are being cut down and this is impacting on the environment
<https://www.nationalgeographic.com/environment/article/deforestation>

WALT: Describe how a volcano erupts and describe the impact of an eruption on the environment
<https://youtu.be/yl0OTBnrz9g?si=2JJHOatvcN1dquEV>

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<u>Autumn Term 2: Animals including Humans</u> Key Question: What are organs are involved in the digestive system? Identifying and classifying WALT identify the function of the parts of the digestive system. WALT create a model of the digestive system (either using household objects or using computer program). WALT understand and sequence the digestive system by drawing a diagram or verbal explanation. Key Question: How does an egg shell change when it is left in a variety of liquids? Observing over time WALT identify what damages teeth. WALT identify ways to protect our teeth.	beliefs and behaviours today? Make links and comparisons. This could include sorting task (similar / different) or a list of then and now with connecting lines to show links. WALT: Compare life of the Maya civilisation to ancient times in Egypt and England. Children to identified similarities and difference: monuments, food, everyday activity, writing, afterlife, trade, rulers, beliefs. WALT: Understand why ancient civilisations created pyramids and why they are important landmarks of history. Interactive online activity: Mayan Facts For Kids Who Were The Mayans? DK Find Out	WALT: Explore the cultures and customs within Mayan settlements relating to their environment e.g. different piercings and tattoos and not all sacrificed babies. <u>Geographical Skills and Fieldwork</u> WALT: Use a 4 point grid map to locate areas in Central America WALT: Use 8 point compass points.
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Key Question: Do all mammals have the same type of teeth? WALT explore eating different types of food to identify which teeth are being used for cutting, tearing and grinding (chewing). WALT the importance of having different teeth. WALT explain the role of teeth. WALT classify animals as herbivores, carnivores or omnivores according to the type of teeth they have in their skulls. Key Question: Who eats who? Research WALT use a food chain to identify producers, predators and prey within a habitat. WALT create a food chain based on an animal from our local environment. WALT create a food web and can explain what it shows. WALT use secondary sources to identify animals in a habitat and find out what they eat.	<u>Key Historical Vocabulary</u> - BCE / CE - Ancient - Ahau / Ahaw - Maya - Maize - Pyramid - Civilisation - Hieroglyphics - Warrior - Monument - Astronomy - Stelae - Calendar codices - Bacabs - Baktun - Conquistadors - Sacbe - Xibalba - Gods	
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<u>Music</u> WALT: sing a range of songs tunefully and with expression and control WALT: sing canons, simple rounds and partner songs e.g. (Row row row your boat- see also: https://www.bethsnotesplus.com/2012/12/rounds.html) WALT: Listen to music and describe how the inter-related dimensions of music can create different moods and effects tempo, dynamics, timbre etc. (Mayan inspired music children create a listening log-BMS resource) https://www.youtube.com/watch?v=cA0TC_Lznd4 Compose a class song about the Mayans to the tune and rhythm pattern of a familiar song (e.g. Frere Jacques) Create a list of words/facts about the Mayans to add to the song-'We are Myans, we are Myans-strong and brave, strong and brave. Charanga also has a piece to play along with glocks/xylophones. WALT: recognise the symbols for crotchets (walks) quavers (jogging),crotchet rests and minims (stride) WALT read and clap a 4 beat pattern using standard notation (from a flashcard or Go Stop/Charanga Rhythm Grid (including 'walk' (crotchets), 'jogging' (quavers) 'silent beat' (rests) and strides (minims). WALT: create a rhythm pattern using standard notation including 'walk' (crotchets), 'jogging' (quavers) and 'silent beat' (rests). Use rhythm grid with heart beats and knowledge of sounds per beat to write the notes for the Mayan song (say it, clap it, play it) Resource BMS rhythm grid-saved CPD-Composition.	<u>PSHE</u> <u>JIGSAW SCHEME</u> Autumn 1: Being Me in My World Autumn 2: Celebrating Difference <u>SMSC: British Values</u> Respect and Tolerance Individual Liberty	<u>Computing:</u> <u>Digital Citizenship:</u> • WALT: explain how my online identity can be different to my offline identity and be able to talk about my digital footprint • WALT: explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this • WALT: give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours • WALT: explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs <u>Cross-Curricular Maths link</u> <u>Digital Literacy (Spreadsheets):</u> • WALT: enter a basic mathematical formula into Excel • WALT: add basic mathematical formulas • WALT: use SUM to calculate the total of a set of numbers in a range of cells • WALT: change the look of a spreadsheet by using different formats e.g. text styles, colour, number format inc, currency and date, row and column heights • WALT: insert and delete columns and rows in a spreadsheet • WALT: use spreadsheets to create a graph
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Year 4 Autumn Term

<u>R.E.</u> <u>Autumn Term 1</u> <u>What do Hindus believe God is like?</u> <u>Make Sense of Belief</u> WALT: identify some Hindu deities WALT: explain how different deities help Hindu's describe God WALT: explore the meaning of the story of Diwali <u>Understand the Impact</u> WALT: understand how Hindus celebrate Diwali WALT: Identify different ways that Hindus worship <u>Make Connections</u> <i>Teacher note – make links between the Hindu idea of everyone having a 'spark' of God within them and ideas about the value of people in the world today.</i> <u>Autumn Term 2</u> <u>What does it mean to be a Hindu in Britain today?</u> <u>Make sense of belief:</u> WALT: understand dharma as a Hindu's way of life <u>Understand the impact:</u> WALT: describe how Hindus show their faith at home (eg home puja) WALT: describe how Hindus show their faith within their communities (eg at the mandir; in festivals)	<u>P.E.</u> WALT: Create space and maintain possession to score against an opposition. WALT: Create strategies and tactics to outwit our opponents. WALT: Understand the importance of positions and roles within a team. WALT: Apply different shooting methods to improve our accuracy. WALT: Make the correct decision when shooting or passing. WALT: Prevent the opposition from scoring by closing space and regaining possession. WALT: Create strategies and tactics to prevent the opposition from scoring. WALT: Consider the position of the net when working as a team to defend. WALT: Identify space to receive the ball whilst avoiding the opposition. WALT: Mark a specific player as part of a strategy. WALT: Block, intercept and receive a ball whilst on the move. WALT: Pass a ball from a static position into space for a teammate to receive. WALT: Receive a pass both in a static position and on the move.	<u>Autumn: Maya (History)</u> <u>Mastery of drawing</u> WALT: Use pastels to explore colour, tone and shade (Colour mixing in sketchbooks – primary and secondary colours) WALT: Use pencils to explore line, shape and form (how to create different lines – thick, thin, dark, light) WALT: Sketch from observation using pencils (Mayan masks) (Final piece – lesson 1) WALT: Use pastels to explore colour, tone and shade (Colour Mayan masks) (Final piece – lesson 2) <u>Sculpting</u> WALT: Zaha Hadid is an architect (NC knowledge of artist) WALT: Sculpt using clay (inspired by a Zaha Hadid building) WALT: Compare our own sculpture to Zaha Hadid's architecture (NC make links to own work) (Oracy lesson) <u>Themed</u> WALT: Use charcoal and pastels to create Remembrance Day art
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<u>Make connections:</u> <i>Teacher Note – discussion around children’s experiences of family and community rituals (link back to Hinduism)</i>	WALT: Use different movements whilst dribbling to outwit an opponent. WALT: Kick, throw, strike or push a ball with the purpose of scoring a goal/point.	
<u>Design and Technology</u> <u>Mechanical Systems</u> WALT: Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user WALT: Use annotated sketches and prototypes to develop, model and communicate ideas WALT: Order the main stages of making WALT: Select from and use appropriate tools with some accuracy to cut and join materials WALT: Select from and use finishing techniques suitable for the product they are creating WALT: Investigate and analyse books, videos and products with pneumatic mechanisms WALT: Evaluate their own products and ideas against criteria and user needs, as they design and make	<u>Cross-Curricular Maths opportunities</u> <u>History</u> - Ordering numbers on a number line (using timelines) <u>Geography</u> - Position and direction – locating equator, latitude, longitude - Time zones / Climate zones <u>Science</u> - Graphs – classification and branching databases <u>Computing</u> - Spreadsheets <u>Design and Technology</u> - Shape nets <u>Music</u> - Place value – Rhythm and beats, number patterns <u>Art</u> - Shape	

Colour Code:

Red font colour identifies the lessons that have been planned specifically for our children at Eatock as part of our curriculum intent – bespoke curriculum.

Green font colour identifies the lessons that will be taught outdoors - either on the playground, in the wildlife or during a trip.

Black font colour identifies the lessons that have been planned from the National Curriculum.

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All lessons are taken from the progression in knowledge and skills documents, which were written by subject leaders and reviewed by class teachers (summer term 2023).