

**Year Group:4      Term: Autumn**

**Challenge pack**

**Bolts 'n' Bones**

**Learning Challenge**



**Hooks or memorable experiences**

Circuit training and exercise session - exploring effects on the



**Challenge outcome—what will the outcome look like to demonstrate learning?**

An event or promotional material that helps people living locally know how they can be healthy and where they can access different support and opportunities to engage in health in the local area—through food, exercise, doctors or groups.

**Class texts**—whole class reading, extracts, thematic books

Main texts for planning:



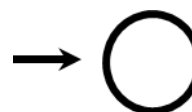
Additional books from book web:

Running on Empty by SE Durrant, The Boy Who Biked the World by Alistair Humphreys, The Amazing Human Body Detectives

**Cognitive skills / Meta-learning**— specific teaching examples to use in learning



OPV: What different exercise do people take part in locally?  
Do they see the importance of exercise and healthy eating?  
(Market research and Geography fieldwork)



AGO: Aims, Goals and Objectives

Setting out a clear aim, set of goals and what they are going to do to achieve them in convincing people to be more healthy in the local area.

**Killer Questions**—those asked to measure understanding of pupils

- What kind of provision for health is available in the local area? Where is it located?
- What different sports and health provision can people access in different parts of the UK?
- What do we need to for our bodies be healthy?
- What are the key features of a healthy diet?
- How can we gather and present data to help us investigate how

Year group	4	Term	Autumn	Challenge Pack	Bolts ‘n’ Bones—How can we promote local health?	
SUBJECT FOCUS (delete as required)		Children will learn about / will know WHAT? <i>(Declarative knowledge)</i>		Children will know HOW TO...? <i>(Procedural knowledge)</i>	Prior learning <i>(Schemata)</i>	Vocabulary
Geography		<ul style="list-style-type: none"><li>• Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods</li><li>• Identify human features locally</li></ul>		<ul style="list-style-type: none"><li>• G2.4a Use maps, atlases, globes to locate countries and describe features studied</li><li>• G2.1b Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land -use patterns</li></ul>	<ul style="list-style-type: none"><li>• Name of 4 countries of the UK and their locations and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li><li>• Location of where we live and our school is</li><li>• World maps, identifying continents and oceans, as well as hot and colder places in the world</li><li>• Aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li></ul>	Observation Field work Interview Market research Human features Physical features Locality Plan view Aerial photograph Land use patterns
RE		<ul style="list-style-type: none"><li>• Ultimate questions related to us.</li><li>• Questions about religious / moral values,</li><li>• Identify influences in people’s lives</li><li>• Identify different religions in their wider community.</li></ul>			<ul style="list-style-type: none"><li>• Religious influences in own lives, community and in other people’s lives.</li><li>• Origins of religions and the importance of religious teachings.</li><li>• Moral behaviours and values.</li></ul>	Ultimate questions Moral values
Art		<ul style="list-style-type: none"><li>• Drawing and sketching – proportionate bodies and how these are used in famous art work and by artists</li><li>• Logo designs</li></ul>	<ul style="list-style-type: none"><li>• A3.2a Know about and use a range of tools and media to create drawings utilising line and shade with increasing control</li><li>• A3.3b Use their knowledge of different types of paint to choose the most suitable.</li><li>• A3.3c Choose appropriate brushes and tools to apply paint for a desired effect.</li></ul>	<ul style="list-style-type: none"><li>• Drawing using different materials – charcoal, chalk, pastel</li><li>• Know that there are different types of paint- watercolour, poster paint etc and to explore these in practice.</li><li>• Know which brushes and tools to choose to work at different scales</li></ul>	Sketching Proportion Line Shade Blending Marketing Logo Advertising	
Design Technology		<ul style="list-style-type: none"><li>• Components of healthy diet</li></ul>		<ul style="list-style-type: none"><li>• D2.5a Describe key features of a healthy diet</li></ul>	<ul style="list-style-type: none"><li>• Explain where food come from e.g. region of the world, how they are produced</li></ul>	
ICT and Computing (including apps and digital pencil case)		<ul style="list-style-type: none"><li>• Data collection</li><li>• Present data</li><li>• Evaluate information</li></ul>		<ul style="list-style-type: none"><li>• C2.2b Collect data</li><li>• C2.2d Present data</li><li>• C2.2e Evaluate information</li></ul>	Prior knowledge of Maths—number, data handling e.g. tally charts, bar charts	Data Microsoft excel Bar chart, line graph, pie chart
PSHE		<ul style="list-style-type: none"><li>• Choices about healthy eating/exercise</li><li>• Mental health and wellbeing</li></ul>		<ul style="list-style-type: none"><li>• PSHE B2.12 I can identify the importance of looking after my body through healthy lifestyles</li><li>• PSHE B2.2 I can identify choices that I might make when there is change in my life</li><li>• PSHE B2.5 I can explain that my mental wellbeing is as important as my physical health</li><li>• PSHE B2.6 I know how to speak to someone if I feel isolated or lonely.</li><li>• PSHE B2.11 I know how to plan a healthy meal and effects on my body</li><li>• PSHE A2.13 I can discuss who to access support from if I have concerns about my body or safety</li><li>• PSHE A2.14 I can recognise the differences between appropriate and inappropriate physical and other contact</li><li>• PSHE B2.3 I can plan things that I can do to help me feel better if I am finding life hard.</li><li>• PSHE B2.9 I can record how active I am each week and recognise of this is healthy or unhealthy.</li><li>• PSHE B2.14 I can recognise when someone might not be healthy</li><li>• PSHE B2.10 I can describe the nutrition of a healthy diet.</li><li>• PSHE B2.13 I practice good daily hygiene.</li></ul>		Healthy lifestyle Mindfulness Mental health Wellbeing Isolation Loneliness
Relationships to Core subjects		<ul style="list-style-type: none"><li>• Choices about healthy eating and exercise (Sci + PE + PSHE link)</li></ul>				