





Curriculum | Medium Term Plan - Autumn - Year Four

Challenge Pack:	Bolts and Bones- How can we promote local health?	Challenge outcome:	Children create an event or promotional material that helps people living locally to know how they can be healthy and where they can access different support and opportunities to engage in health.	NC Year: Length of term:	(8 & 7 weeks)
Summary:	Pupils will research the human body in order to understand how it works. They will also explore the effects of healthy eating and exercise. Their research will culminate in an exhibition showcasing their work including creation of a fitness video to inspire their peers.				
Key texts:	<u>Fiction:</u> The Fastest Boy in the World Running on Empty by SE Durrant, Kick by Mitch Johnson; Henry's Freedom Box <u>Non-Fiction:</u> Illumanatomy; The story of the Olympics - Usborne	Trips and visits:	Visit from a personal trainer	Inspire parent sessions:	
		Science Units	Animals including humans Living things and their habitats	PE: Music:	
 Physical Oracy (Voice, Body Language) To consider movement when addressing an audience. To consider how tone, volume and pace influence meaning.		 Linguistic Oracy (Vocabulary, language, rhetorical techniques) To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.		 Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning) To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve.	
		 Social & Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness) To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve.			

	Maths:	English:	NICER:
11	<p>Area of learning:</p> <p>Knowledge and skills:</p> <p>MMWALT: identify place value</p> <p>As Mathematicians, WALT: represent numbers to 1,000</p> <p>As Mathematicians, WALT: partition numbers to 1,000</p> <p>As Mathematicians, WALT: use number line to 1,000</p> <p>As Mathematicians, WALT: identify thousands</p>	<p>Purpose: Revise Basic Skills</p> <p>Text Type: N/A</p> <p>Text: N/A</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • To use capital letters and full stops • To recognise when to use different types of punctuation (full stops, exclamation marks and question marks) 	<p>Challenge Pack: Bolts and Bones - How can we promote local health?</p> <p>Introduction to Challenge pack. Understanding of what we will be learning about and why – what is our outcome?</p> <p>RE- As Theologians: WALT: Describe how we show our beliefs in the way we live our lives.</p> <p>Outcome-Understand things we value the least/most.</p> <p>Link to challenge outcome (for weeks learning) – children will be able to explain what the challenge outcome is. They will have begun to think about possible outcomes.</p>

MMWALT: identify place value

As Mathematicians, WALT: represent numbers to 10,000

As Mathematicians, WALT: partition numbers to 10,000

As Mathematicians, WALT: use flexible partitioning of numbers to 10,000

As Mathematicians, WALT: find 1, 10, 100, 1,000 more or less

Purpose: Entertain

Text Type: Character Description

Text: The Fastest Boy in the World by Elizabeth Laird

Knowledge and Skills

- Examine and identify the features of a character description (Read and Rip)
- Use expanded noun phrases to describe a character
- To make adventurous vocabulary choices so that we can describe our character
- Use similes to describe our character

RE- As Theologians: WALT: Describe some of Jesus' parables and explain what they say about living in the Kingdom of God

Outcome: Read Parable Unforgiving Servant, identify what is important to Christians in Gods Kingdom, what kind of a world did Jesus want

Good enough to eat! - Children will be introduced to the Challenge Pack and outcome (create exhibition to showcase learning on fitness).

They will explore the importance of having a healthy diet and then design own healthy plate in a DT lesson.

TASC Wheel - Gather, organise, identify

Killer Questions-

What are the key features of a healthy diet?

What do we need to for our bodies be healthy?

Hook- Connie Atkinson to do a fitness session with the children.

RHE B2.10- As Citizens: WALT: Describe the nutrition of a healthy diet.

Outcome- Children will understand healthy food types and unhealthy food types and understand which is more nutritious.

RHE B2.11- As Citizens WALT: know how to plan a healthy meal.

Outcome – Children will plan their own healthy meal.

S2.1D D2.5a As Design Technicians - WALT: identify what makes a healthy diet so that we can create a healthy plate to show the proportion of each food group.

Outcome: Children design own healthy eating plate and menu to show a nutritious diet.

RHE- B2.12 As Citizens WALT: identify the importance of looking after our bodies through healthy lifestyles

Outcome: Children will understand the different means they can take to look after their own bodies.

Link to challenge outcome- Children will do a presentation in the exhibition to inform other children and parents the importance of

			exercise and remaining healthy. They will also display their healthy eating plates.
(3)	<p>MMWALT: identify place value</p> <p>As Mathematicians, WALT: use number lines to 10,000</p> <p>As Mathematicians, WALT: estimate on a number line to 10,000</p> <p>As Mathematicians, WALT: compare numbers to 10,000</p> <p>As Mathematicians, WALT: order numbers to 10,000</p>	<p>Purpose: Entertain</p> <p>Text Type: Character Description</p> <p>Text: The Fastest Boy in the World by Elizabeth Laird</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Use nouns and pronouns to make meaning clear and avoid repetition • Compose and orally rehearse a character description (oracy) • Use the features of a character description (mini-write) • Plan a character description 	<p>RE- As Theologians: WALT: Describe some of Jesus' parables and explain what they say about living in the Kingdom of God</p> <p>Outcome: Read Parable The Treasure, identify what is important to Christians in Gods Kingdom what kind of a world did Jesus want</p> <p>Your Growling Guts (Digestive system)- Children will do Science lessons to understand how the digestive system works and conduct an experiment to assess the consequences of having too much acid in the stomach.</p> <p>Killer Question- What is a digestive system? How does it work?</p> <p>S2.1p As Scientists: WALT: identify different parts of the human body so that we can label the digestive system.</p> <p>Outcome: Label diagram with digestive system and describe the simple functions of the digestive system.</p>

MMWALT: identify place value

As Mathematicians, WALT: recognise Roman numerals

As Mathematicians, WALT: round to the nearest 10

As Mathematicians, WALT: round to the nearest 100

As Mathematicians, WALT: round to the nearest 1,000

As Mathematicians, WALT: round to the nearest 10, 100 or 1,000

Purpose: Entertain

Text Type: Character Description

Text: The Fastest Boy in the World by Elizabeth Laird

Knowledge and Skills

- Draft a character description
- Edit and amend our character description
- DIRT
- Write a character description

RE- As Theologians: WALT: Describe what Jesus said about how Christians should live

Outcome- Discuss Beatitudes Give examples of what Christians do to show their faith,
The Skeleton Inside You- Children will learn about different muscles and simple parts of the human skeleton. They will be able to label these on the human body, explain the functions of them and the importance of looking after these.

S2.1p As Scientists: WALT: identify different parts of the human body so that we can label the digestive system.

Outcome: Label diagram with digestive system and describe the simple functions of the digestive system. (Rec-cap session to inform the English outcome).

S2.1a, 1c- As Scientists WALT: conduct an experiment so that we can identify what happens in the stomach when there is too much acid.

Outcome: children complete investigation sheet and predict what will happen

MMWALT: round integers

As. Mathematicians, WALT: add and subtract 1s, 10s, 100s and 1,000s

As. Mathematicians, WALT: add up to two 4-digit numbers - no exchange

As. Mathematicians, WALT: add two 4-digit numbers - one exchange

As. Mathematicians, WALT: add two 4-digit numbers - more than one exchange

Purpose: Entertain

Text Type: Retell a story

Text: Her Fearless Run

Knowledge and Skills

- Examine and identify the features of a story (Read and Rip)
- Use inverted commas to show direct speech
- Use fronted adverbials followed by a comma
- Use conjunctions so that we can add more description and information to our sentences

RE- As Theologians: WALT: Make links between Beatitudes and how Christians live individually and in communities

Outcome: Explore how one Christian family decide to live, make links with other religious/ non- religious acts of kindness
Sketch, sketch, sketch- Children will be use different line techniques to sketch the human body.

S2.1a As Scientists WALT: Identify simple parts of human muscles so that we can understand how the muscles support, protect and help with movement

Outcome -children identify skeletal, cardiac and smooth muscles and label different parts of the muscle and it's purpose

A3. 2a- As Artists : WALT: Recognise how artist use proportion and scale.

Outcome- draw the human body accurately so that we can understand the effect on figure drawing.

A3.2a- As Artists : WALT: use 2D shapes, line and size so that we can draw the human body in proportion.

Outcome-Sketch of human body in proportion

A3.2a- As Artists : WALT: Explore different tools and media so that we can experiment with different textures and line.

Outcome- Children experiment using charcoal using different line and texture and apply this technique on a mannequin drawing.

Link to challenge outcome- These drawings will be showcased/displayed in the exhibition.

MMWALT: add efficiently

As Mathematicians, WALT: subtract two 4-digit numbers - no exchange

As Mathematicians, WALT: subtract two 4-digit numbers - one exchange

As Mathematicians, WALT: subtract two 4-digit numbers - more than one exchange

As Mathematicians, WALT: use efficient subtraction

Purpose: Entertain

Text Type: Retell a story

Text: Her Fearless Run

Knowledge and Skills

- Use adverbs to describe (how, when and where)
- Compose and orally rehearse the retell of Her Fearless Run (oracy)
- Use the features of story in our writing (mini-write)
- Plan a story

RE- As Theologians: WALT: Make simple links between concepts studied and how people live

Outcome- Create a nine-diamond illustration to show what kind of world Jesus wanted. (Values Game)

Paint your heart out – Children will be experimenting with paint and painting a heart to showcase in the exhibition.

S2.1c As Scientists: WALT: Identify simple parts of the human skeleton and understand their purpose within the body.

Outcome: Children label the bones that make up the human skeleton and understand the need and importance of these.

A3.3b As Artists- WALT: understand the use of different paints and brushes so that we can experiment with painting techniques.

Outcome- Children paint a heart - one half using watercolour and the other using acrylic with different brush techniques

A3.3c- As Artists WALT: use a range of tools and media so that we can create our artwork for the exhibition.

Outcome – Create art work for the Exhibition

Link to challenge outcome- These paintings will be showcased/displayed in the exhibition.

Consolidation Week

Purpose: Entertain**Text Type:** Retell a story**Text:** Her Fearless Run**Knowledge and Skills**

- Draft a retell the story of 'Her Fearless Run'.
- Edit and up-level our stories
- Retell the story of 'Her Fearless Run'.
- (SPaG lesson) Understand what a determiner is and know when to use each including numbers

RE-As Theologians: WALT: Describe objects in Jewish homes and their significance.**Outcome:** Share how we remember important things. Examine the mezuzah and its significance

Fitness centres around the UK- Children will locate countries and cities of the UK. They will then find out where in the UK and around the world different sports provisions are located. This will be used to guide own research next week about which sports/ health provisions available to them in the local area.

S2.1n As Scientists: WALT: identify the different skeletons in animals so that we can classify animals.**Outcome-** children use the list of animals and classify and sort them into groups of vertebrates, invertebrate's exoskeletons and endoskeletons.

(3)	First half term – retrieval and recap	Whole school Writing Project – Linked to Opal Play projects	<p>Killer Question- What different sports and health provision can people access in different parts of the UK?</p> <p>What kind of provision for health is available in the local area? Where is it located?</p> <p>G2.1b- As Geographers WALT: Name and locate countries and cities of the UK</p> <p>Outcome- Label different sports and health provisions around the world.</p> <p>G2.4a- As Geographers: WALT: Use maps, atlases, globes to locate countries around the world</p> <p>Outcome- Label different sports and health provisions around the world.</p> <p>G2.1b- As Geographers: (What do we know...people who help us maintain our health...) WALT: identify physical and human characteristics</p> <p>Outcome—Health provision in different parts of the UK.</p> <p>Link to challenge outcome- Children will present to an audience in the exhibition how many fitness provisions are available to them in the local area</p> <p>Science: Unit retrieval and evaluation assessment: Animals including Humans</p>
	Half term		

MMWALT: subtract efficiently

As Mathematicians, WALT: estimate answers

As Mathematicians, WALT: use checking strategies

As Mathematicians, WALT: investigate area

As Mathematicians, WALT: count squares

Purpose: Inform

Text Type: Non- Chronological report about the human body

Text: Illumanatomy

Knowledge and Skills

- Examine and identify the features of a Non- Chronological Report (Read and Rip)
- Organise paragraphs around a theme (sub-headings)
- Understand and use the present tense
- Use different types of sentences accurately (statements, questions and exclamations)

RE- As Theologians: WALT: Identify symbolic artefacts and actions (Judaism)

BBC.co.uk My life my religion- Judaism

Outcome- Explore ketubah, why people remember weddings, what promises they make

How healthy/ active are we? - Children will be reminded of their outcome and will be given a healthy eating talk by Mr M Atkinson. They will remember the key components of a healthy diet (as discussed in week 1) and asked to keep a healthy eating diary.

Mark Atkinson talk

RHE A2.13 As Citizens: WALT: Discuss who to access support from if we have concerns about our bodies or safety

Outcome- Create a poster to show agencies for support

RHE- B2.9 As Citizens: WALT: Record how active we are.

Outcome- each week add to diary and recognise of this is healthy or unhealthy.

RHE- B2.14 As Citizens: WALT: Recognise when someone might not be healthy

Outcome: Recognise signs of a healthy/ unhealthy individual and the diet they have.

As Scientists: WALT: To recognise that living things can be grouped in a variety of ways by sorting living things into a range of groups.

Link to challenge outcome- Children will do a presentation in the exhibition to inform other children and parents the importance of exercise and remaining healthy.

MMWALT: check by estimating

As Mathematicians, WALT: make shapes

As Mathematicians, WALT: compare areas

As Mathematicians, WALT: identify multiples of 3

As Mathematicians, WALT: multiply and divide by 6

Purpose: Inform

Text Type: Non- Chronological report about the human body

Text: Illumanatomy

Knowledge and Skills

- Understand types of clauses so that we can add more information
- Compose and rehearse a non-chronological report
- Use the features of a non-chronological report (Mini-Write)
- Plan a non- chronological report about the human body

RE- As Theologians: WALT: Describe similarities in religious practices so we can make links between teachings and how people live.

Outcome: Explore Jewish tzedakah box, how do Jewish people help others, How can we help others

Let us get researching- Children will be conducting research to check how healthy, individuals in their local area are (including teachers and pupils). They will then design their own questions, research and analyse data, which will be showcased in the exhibition.

Killer Question-

What kind of provision for health is available in the local area? Where is it located?

As Scientists WALT: To explore and use classification keys to help group, identify and name a variety of living things

C2.2b As Digital Technicians: WALT: use Pages so that we can create a questionnaire

Outcome: Create questionnaire about health and fitness using Pages

C2.2B- As Digital Technicians: WALT: Collect data using Excel about how people stay healthy.

Outcome: Children conduct questionnaire (teachers/support staff)

C2.2d: As Digital Technicians: WALT: Input data onto Excel

Outcome- Transfer data from questionnaire on pages to Excel

Link to challenge outcome- children will carry out research to show the level of health care provision in our local area and what changes they are making as a result. The results will be presented in the exhibition.

MMWALT: multiply efficiently

As Mathematicians, WALT: identify 6 times-table and division facts

As Mathematicians, WALT: multiply and divide by 9

As Mathematicians, WALT: identify 9 times-table and division facts

As Mathematicians, WALT: identify 3, 6 and 9 times-tables

Purpose: Inform

Text Type: Non- Chronological report about the human body

Text: Illumanatomy

Knowledge and Skills

- Draft a non-chronological report about the human body
- Draft a non-chronological report about the human body
- Edit and up level our non-chronological reports
- Write a non-chronological report about the human body

RE- As Theologians: WALT: Describe how Jews remember religious stories through festivals- Pilgrimage

Outcome: Share important journeys, where they would like to visit, Western Wall

Present our findings- Children will learn out to use excel and then use this programme to present findings in the exhibition. They will then do a lesson to feedback what they have found and do a speech to show the sports/ fitness facilities available.

As Scientists WALT; To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by using keys

C2.2d **As Digital Technicians-** WALT: use Excel to create graphs so that we can present our results.

Outcome: Use Excel to represent data collected/ Format.

Link to challenge outcome- Children will carry out research to show the level of health care provision in our local area and what changes they are making as a result. The results will be presented in the exhibition.

(12)	<p>MMWALT: multiply efficiently</p> <p>As Mathematicians, WALT: multiply and divide by 7</p> <p>As Mathematicians, WALT: identify 7 times-table and division facts</p> <p>As Mathematicians, WALT: use 11 times-table and division facts</p> <p>As Mathematicians, WALT: use 12 times-table and division facts</p>	<p>Purpose: Inform</p> <p>Text Type: Explanation of the Digestive System</p> <p>Text: Body Detectives</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> Examine and identify the features of an explanation text (Read and Rip) Use time adverbials to clarify sequence Use powerful verbs to describe Compose and rehearse an explanation text of the digestive system (Oracy) 	<p>RE- As Theologians: WALT: Describe how Jews remember religious stories through festivals Pesach</p> <p>Outcome: Explore the symbolism of the seder plate Addressing concerns- Children will find out who they need to speak to when they have concerns about physical and other contact.</p> <p>As Scientists WALT: To recognise that environments can change and that this can sometimes pose dangers to living things by identifying changes and dangers in the local habitat.</p> <p>RHE A2. 14 As Citizens: WALT - Recognise the differences between appropriate and inappropriate physical and other contact.</p> <p>Outcome- Who to contact with concerns about physical and other contact.</p> <p>RHE- B2.13 As Citizens: WALT: Understand and practice good daily hygiene.</p> <p>Outcome- How to Keep good hygiene</p> <p>Link to challenge outcome- children will do a presentation in the exhibition to show other children and parents how to practice good daily hygiene.</p>
(13)	<p>MMWALT: multiply efficiently</p> <p>As Mathematicians, WALT: multiply by 1 and 0</p> <p>As Mathematicians, WALT: divide a number by 1 and itself</p> <p>As Mathematicians, WALT: multiply three numbers</p> <p>As Mathematicians, WALT: multiply three numbers</p>	<p>Purpose: Inform</p> <p>Text Type: Explanation of the Digestive System</p> <p>Text: How the Digestive System Works</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> Compose and orally rehearse an explanation text to inform our planning Draft an explanation text Edit and Up-level Write an explanation text about the digestive system 	<p>RE- As Theologians: WALT: Describe how Jewish people worship and honour the Torah</p> <p>Outcome: Discuss how important the Torah is, Create top 4 list to show how important Torah is, how do Jewish people show respect for the Torah.</p> <p>Let's showcase! Children to showcase Science diagrams, drawings of the human body, paintings of the hearts and healthy eating plates in the exhibition.</p>

(14)	Consolidation Week	<p>Purpose: Inform Text Type: Biography of a famous athlete Text: Sportopedia</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> Examine and identify the features of a biography (Read and Rip) Know how to change verbs into the different tenses/ forms including regular and irregular verbs Identify and use causal conjunctions Compose and orally rehearse a biography so that we can inform our planning 	<p>Christmas</p> <p>TASC Wheel Evaluate/ Learn from experience- Children to evaluate the exhibition and explain what they have learnt as a result of the challenge pack. What would they have differently?</p>
(15)	Consolidation Week	<p>Purpose: Inform Text Type: Biography of a famous athlete Text: Sportopedia</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> Examine and identify the features of a biography (Read and Rip) Know how to change verbs into the different tenses/ forms including regular and irregular verbs Identify and use causal conjunctions Compose and orally rehearse a biography so that we can inform our planning 	<p>Christmas</p> <p>TASC Wheel Evaluate/ Learn from experience- Children to evaluate the exhibition and explain what they have learnt as a result of the challenge pack. What would they have differently?</p>