YEAR 4: AUTUMN TERM 2 | **AMAZING ANIMALS**

Events

- Visit from a vet?
- Parent Christmas morning – singing and decorations

RE & Values

RE:

Values:

Jan: *Year A:*
Year B:
Feb: *Year A:*
Year B:
March: *Year A:*
Year B:
April: *Year A:*
Year B:

Computing: Programming and Games

- To understand a simulation is a digital system with specific rules, providing an environment often mimicking real world situations.
- To understand abstraction leaves out unnecessary detail and is helpful when designing a process.
- To understand simulations are programmed to allow choices by the user to change the outcomes.
- To understand we can use algorithms to design the steps of a process before writing computer programs.
- To understand a program is a sequence written in a programming language and designed to perform a specific task.
- To know problems can be solved efficiently using decomposition and that this is central to good programming practice.
- To understand program commands can be saved as a procedure and procedures can be called by programs and procedures.
- To develop independent programming capability.
- To understand selection is a programming process which uses a yes/no question to provide alternative routes through a program.
- To understand natural systems may follow processes involving selection.
- To be aware that online simulations may include chat facilities.
- *To review and evaluate their work, discussing the choices they have made and checking for accuracy.*
- *To use appropriate file-name conventions and understandable folder structure to save, organise and retrieve their work.*
- *To understand the school's eSafety rules and to know what to do in the event of an incident at home or school.*

Topic: AMAZING ANIMALS

Geography:

Location knowledge:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and N/S America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.

Human and physical geography:

- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts.

Geographical skills and fieldwork:

- Use fieldwork to observe, measure and record human and physical features in a local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Design and technology (Link to making stockings for Christmas/ animal puppets)

Textiles:

- Understand seam allowance
- Use appropriate decoration techniques, eg appliqué (glued or simple stitches)
- Join fabrics using running stitch, over sewing, back stitch
- Explore fastenings and recreate some, eg sew on buttons and make loops.
- Prototype a product using J cloths
- Create a simple pattern
- Understand the need for patterns

Science:

Classification and interdependence:

- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that living things can be grouped in a variety of ways
- explore ways of grouping living things including animals and plants (flowering and non-flowering)
- recognise that animals can be grouped into vertebrates and invertebrates
- describe some of the characteristics of the vertebrate (fish, mammals, amphibians, reptiles and birds) groups (e.g. warm-blooded, have fur, lay eggs)
- group animals into vertebrate (fish, mammals, amphibians, reptiles and birds) and invertebrates groups (snails, slugs, spiders, worms and insects)
- identify that some animals feed on other animals and some on plants
- represent feeding relationships with simple food chains
- recognise that a food chain must always start with a green plant (a producer)

PE

Gym

- Links skills with control, technique, co-ordination and fluency.
- Understands composition by performing more complex sequences.
- Beginning to use gym vocabulary to describe how to improve and refine performances.
- Develops strength, technique and flexibility throughout performances.
- Creates sequences using various body shapes and equipment.
- Combines equipment with movement to create sequences.

Music

Wider opportunities: cello / tenor horn (other aspects to be completed through class teaching)

- Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).
- Perform with control and awareness of what others are singing/ playing.
- Improvise within a group using more than 2 notes.
- Compose and perform melodies using three or four notes.
- Make creative use of the way sounds can be changed, organised and controlled (including ICT).
- Create accompaniments for tunes using drones or melodic ostinati (riffs).
- Create (dotted) rhythmic patterns with awareness of timbre and duration.
- Listen to several layers of sound (texture) and talk about the effect on mood and feelings.
- Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.
- Know how pulse stays the same but rhythm changes in a piece of music.
- Combine sounds expressively (all dimensions).
- Know that sense of occasion affects performance.
- Describe different purposes of music in history/ other cultures.

- represent feeding relationships within a habitat with food chains beginning with a green plant which 'produces' food for the other organisms
- recognise that green plants are the ultimate source of food for all animals
- use and understand the terms: producer, predator and prey
- construct and interpret a variety of food chains, identifying producers, predators and prey (Teacher Note: statement moved from NC 'Animals including humans' to improve progression within topics)
- use food chains to predict what might happen to the numbers of an organism if there are suddenly more predators or less prey
- know the function of some of the more complex features which aid survival in specific habitats (e.g. gills, blubber, camouflage)
- describe why different animals and plants live in different habitats
- recognise that environments can change and that this can sometimes pose dangers to living things
- describe how humans can cause changes to environments
- explain why it is necessary to use a reasonably large sample when investigating the preferences of small invertebrates
- explain that different organisms are found in different habitats because of differences in environmental factors
- describe how humans have negatively impacted environments (e.g. pollution, deforestation, introduction of invasive species)

MFL

- Understand a range of familiar spoken phrases, eg basic phrases concerning myself/family/school.
- Answer simple questions and give basic information, eg about the weather/brothers and sisters/pets
- Know how to pronounce single-letter sounds.
- Show an awareness of sound patterns.
- Be clearly understood.
- Understand some familiar written phrases, eg simple weather phrases, basic descriptions of objects.
- Write one or two short sentences with support, eg shopping list, holiday greetings, email/postcard.
- Begin to spell some commonly-used words correctly.
- Identify similarities and differences in my culture to that of another.
- Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.