



# Windmill Hill Primary School

## Autumn Term 2020 Curriculum Plan

### Year 4

<b>English</b>	<p>This half term, we are writing an 'Autobiographical Snapshot'. Children will write 3 chapters based (past, present and future) on different aspects of their life – it is a wonderful opportunity for me to get to know children better whilst discovering the skills that they have managed to retain from previous years. During this process, children will learn how to draft and redraft work before concluding the topic with a “hot write” which will provide further evidence of the knowledge the children have consolidated and what needs further work.</p> <p>A reading assessment will take place to inform me of reading ages and books will be chosen to match this information. Children will be encouraged to read one book at home and anyone without access to a book will be provided one from school. In class, children will participate in a class read whereby we can explore stories together and discover new vocabulary that we can embed into our writing. The importance of reading and its impact on writing will be highlighted frequently to ensure children develop a love for literacy</p> <p>The highest expectation for presentation and neat handwriting will be embedded into every lesson, Children will learn the standards expected of them and how to take pride in the work they produce. Children will use “Penpals” to practice handwriting and will understand how to differentiate their writing style to fit the task.</p>
<b>Mathematics</b>	<p>During our first term, we will place emphasis on “Number” and “Place Value”. We will begin each morning by recapping objectives from the previous year to ensure morning tasks are worthwhile. We will begin to learn how to “journal” in our Maths books as this is a new approach and children will begin to understand how they can explain numbers using words. When introducing new objectives, we will complete numerous “worked examples” to ensure children have consolidated the learning before completing an individual task.</p> <p>Each lesson will begin with a problem and the class will work in “Talk Partners” to pair and share ideas. Once each group has concluded an answer, we will feed back this knowledge onto the board and journal our thoughts. At this point of the lesson, the question “why?” will be at the heart of everything we discuss. Through this approach, children will learn to reason and understand why we do certain things and consolidate a concrete understanding to number.</p> <p>On a weekly basis, the entire class will partake in ‘BIG Maths’. All children will be assessed to inform us of their baseline score and each week they will work against the clock to beat this or improve their score. This provides children with the opportunity to be competitive against themselves and to always strive to do better than yesterday. Alongside this, ‘BIG Maths’ helps children develop speed and fluency when working with numbers.</p>
	<p><b>States of Matter.</b></p> <p>Children will compare and group materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when heated or cooled, and they will identify the part played by evaporation and condensation in the water cycle.</p>

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<b>Science</b>	<p>Children will begin to understand misconceptions within this topic when they learn that sand is made from minute rock particles, making it a solid. Children will learn to reason within science by explaining why people may confuse certain objects as solids, liquids or gases. Children will learn how to record scientific experiment data in an appropriate way, for example choosing what type of graph best fits the experiment, using tables and labelling apparatus.</p> <p>Children will learn to link States of Matter to everyday life when they explore the water cycle. Learning will be brought to life through the use of outdoor experiences on rainy days to ensure children can visualise and understand the process of evaporation.</p>
<b>Computing</b>	<p>This term, we will focus on programming using 'Scratch'. Children will learn how to design and debug programs that accomplish specific goals. Alongside this, children will use sequence, selection and repetition in programs; work with various forms of input and output, use logical reasoning to explain how some simple algorithms work and to correct errors in algorithms and programs. e-safety by looking at how to use the internet safely and what to do if the children come across any dangers.</p> <p>Additionally, children will focus on 'E-Safety' by learning how to use technology safely and appropriately. Children will learn to be respectable online and understand the precautions they should follow if they are faced with inappropriate behaviour online. Children will understand how to report a range of concerns about content and contact. With this in mind, lessons will be linked to well-known websites that we access and discuss what issues could be raised through using these.</p>
<b>Art and Design and Technology</b>	<p>Children will begin by learning the skills of sketching. This will include, how to hold a pencil, shade and use our fingertips to create lighting effects and shadows. Initially, the topic will be introduced using self-portraits whereby children will be provided a picture of half their face and asked to sketch the other half. During this project, children will learn about proportion and symmetry before shading darker areas to create a sketched effect.</p> <p>Firstly, Children will design an Anglo-Saxon shield by creating a labelled diagram and deciding what colour and design they would like to incorporate into their piece of artwork. Children will learn how to recreate old, wasted cardboard into something worthwhile through the use of paper mâché and paint. We will collect wasted material and use this to recreate Anglo Saxon shields as this links with our humanities topic.</p> <p>Furthermore, when learning about life as an Anglo Saxon, we will discover that women usually spent long hours weaving. Therefore, we will use paper and yarn to weave wall hangings and explore the hobbies of women in this era.</p> <p>In addition to this, we will use the skills of "itching" to create a piece of Sgraffito art. This terminology refers to the combination of scratching and graffiti and will allow children to create a vibrantly coloured piece of work using a range of tools.</p>

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<b>Humanities</b>	<p>The objectives of the Geography and History natural curriculum will be taught through the theme of the 'Anglo Saxons'. Lesson sequencing will be logical so that the children will take an organic path through life during these times.</p> <p>Through teaching this theme, children will be able to identify when a lesson is Geography or History focused and understand important key concepts for their age, such as plotting countries on a map and understanding the map of Europe. This map work will link with history as children learn about who the Anglo Saxons were and where they travelled to England from.</p> <p>Children will explore artefacts and culture from the time of the Anglo Saxons and compare this to life now. Children will completely immerse themselves into Anglo Saxon life through the exploration of a day in the life of an Anglo Saxon.</p>
<b>French</b>	<p>Children will understand a range of spoken phrases and be able to translate their meaning from French to English. Children will explore previous learning and recap familiar words and phrases in order to build upon their knowledge and understanding of French</p> <p>The topic 'All About Me' will be present throughout French as children learn to use basic phrases to describe what they look like in French. This will include hair, eyes, height, personality and hobbies. It is important that learning is linked, and children can understand how our topic in English will be revisited in French.</p> <p>To finish our autumn term, we will explore 'Christmas' using a range of fun, interactive games and resources in French. This will involve exploring songs that we can learn and perform together to promote a sense of togetherness across our class</p>
<b>Music</b>	<p>The children will follow the 'Charanga' Scheme to explore music in class. During this time, the children will be learning a range of notes and songs. Our first song is the hit 'Mamma Mia' by Abba.</p> <p>Children will learn to listen with attention to detail and recall sounds with increasing aural memory. Due to ongoing restrictions, musical performances and singing are limited therefore children will focus on listening to songs and discussing a range of instruments they recognise.</p> <p>Music, as always, plays a major role in our Christmas performance. All children will have the opportunity to learn synchronised dance and singing in harmony. Children will audition for solo singing performances.</p>
<b>Physical Education</b>	<p>The children were scheduled to begin this term with 'invasion games'. However, due to the ever-evolving Covid-19 guidelines, it was our priority to rearrange our planning to ensure contact was kept to a minimum. Therefore, this term children will focus on 'fitness' and the affects a healthy lifestyle can have on their bodies. Children will begin the term by working in groups to test each other's fitness levels through the completion of a range of exercises. Children will then learn how to sprint, and the techniques needed to perfect a sprint.</p> <p>Through the completion of these 'fitness' circuits, children will gain greater strength, endurance,</p>

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	<p>co-ordination and flexibility.</p> <p>All children will be given a baseline assessment and learn to assess their own progress. Exercise selection will be modified so that they are more accessible to those who struggled on the baseline and made more difficult for children who excelled during the first round of assessments.</p>
<b>RE</b>	<p>In the autumn term, children will focus on Hindu and Christianity.</p> <p>We will begin this term by exploring 'Diwali' and understanding the meaning behind this celebration. Children will immerse themselves into this celebration through bringing learning to life and understanding the beauty of this ritual. Children will be encouraged to make links between Diwali and any celebrations they may experience in their life (Christmas). This Christianity unit will teach the children about key aspects of the Christian faith.</p> <p>Furthermore, children will learn about Christianity while focusing on why and how a practising Christian uses the bible.</p>
<b>PSHE</b>	<p>'Being Me in My World' is the first of our PSHE themes. We will begin by Identifying hopes and fears for the year ahead – We anticipate that anxiety levels will be higher than normal after the 'lockdown' period and want to ease the transition for our pupils.</p> <p>Children will understand the importance of 'community' and how our class and school are places where we work together as a community. Alongside this, children will understand the meaning of democracy and how this exists in our school environment. For example, our school council provides opportunities for pupil voice to be heard and ideas to be reinforced across the school setting. Children will understand how important a council can be.</p>