



Windmill Hill Primary School

Autumn Term 2023 Curriculum Plan

Year 4

English	<p>This half term, we are writing an 'Autobiographical Snapshot'. The 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 the children better whilst discovering the skills that they have managed to retain from previous years. During this process, the 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. The 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, the children will participate in a class read whereby we will explore stories together and discover new vocabulary that we can embed into our writing. This term, our class read will be 'Anglo Saxon Boy' as this will help us understand our Humanities topic better. The importance of reading and its impact on writing will be highlighted frequently to ensure the children develop a love for literacy.</p> <p>The highest expectation for presentation and neat handwriting will be embedded into every lesson, The children will learn the standards expected of them and how to take pride in the work they produce. The children will use 'PenPals' to practise handwriting and will understand how to differentiate their writing style to fit the task. Each week, we will practise writing our weekly spellings into our handwriting folders to provide an extra opportunity to display good handwriting.</p> <p>After this, the children will learn how to write a 'Setting Narrative' based on the book The Whale by Vita Murrow. During this unit, the children will be immersed into this wonderful book through the use of resources and image linking with the story. The children will think critically about what the book is about and make predictions based on what they already know. An important area of Year 4 writing is understanding how to use fronted adverbials in our writing. We will begin focusing on this in this unit of writing, and this will be built upon as the year progresses. The children will learn new vocabulary and understand figurative language and how this can be used to make writing interesting. The unit will conclude with a hot write based on a setting narrative, using the skills adapted throughout this unit.</p>
Mathematics	<p>During our first term, we will place emphasis on 'Number' and 'Place Value'. We will begin each morning completing our 'Fluency Five' by recapping objectives from the previous year before adding new objectives that we learn in the Autumn term.. We will understand how to journal accurately to a Year 4 standard, by using teacher's worked examples and adapting some of our own methods. When introducing new objectives, we will complete numerous worked examples to ensure the children have consolidated</p>

	<p>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, the children will learn to reason and understand why we do certain things and consolidate a concrete understanding to number. After we have discussed the method being used in today’s lesson and used manipulatives to show this in an array, the children will then move onto their individual task which will be marked during the assessment and used as an assessment. Intervention groups will be organised for the children to revisit the method with support if they are unsure.</p> <p>On a weekly basis, the entire class will partake in ‘BIG Maths’. All of the 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 the children with the opportunity to be competitive against themselves and to always strive to do better than yesterday. Alongside this, ‘BIG Maths’ helps the children develop speed and fluency when working with numbers and will begin to prepare them for the Year 4 times table test.</p>
<p>Science</p>	<p>This term, the children will be learning about States of Matter. Firstly, the children will become familiar with the word ‘matter’ and what this actually means. The children will learn that matter is all around us and can be identified in our day-to-day life. The 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> <p>The children will begin to understand misconceptions within this topic when they learn that sand is made from rock particles, making it a solid. The children will learn to reason within science by explaining why people may confuse certain objects as solids, liquids or gases, for example, if we can pour sand, does this make it a liquid? The 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. Additionally, the children will learn how to draw their experiment using an appropriate ratio and label this using scientific vocabulary.</p> <p>The 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 the children can visualise and understand the process of evaporation.</p>
	<p>During the Autumn term, learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their</p>

Computing	<p>animation, such as music and text.</p> <p>Moreover, during Autumn 2, the children will explore the concept of sequencing in programming through Scratch. This unit begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. The children will also apply stages of program design through this unit.</p>
Art and Design and Technology	<p>The 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 the children will be provided a picture of half their face and asked to sketch the other half. During this project, the children will learn about proportion and symmetry before shading darker areas to create a sketched effect.</p> <p>After this, the children will dive into learning Abstract art, derived by Joan Miro. This type of art will be particularly fun for the children because it takes away the pressure to achieve realism. The children will study a range of Miro's paintings and make a note of the symbols, shapes and design elements that are similar between them (children will be expected to choose around 15 of these motifs to incorporate into their picture). Next, the children will use a Sharpie to make lines that travel around the paper, with some simple shapes overlapping them. The children will then use an oil pastel and a rough textured surface to conclude their masterpiece before finally thinking of a catchy, cool name for it.</p> <p>Furthermore, the children will design an Anglo-Saxon shield through using heraldry. Firstly, the children will learn what heraldry is and why this was used in the past. The children will research the meaning behind their surname before designing an Anglo Saxon shield. On this shield the children will place a symbol that links with their surname and understand the reason behind this coat of arms. The children will be provided with the opportunity to present their shield to the rest of the class while learning a little bit about the history of their name.</p>
Humanities	<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, the 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 the children learn about who the Anglo Saxons were and where they travelled to England from.</p>

	<p>The children will explore artefacts and culture from the time of the Anglo Saxons and compare this to life now. The children will completely immerse themselves into Anglo Saxon life through the exploration of a day in the life of an Anglo Saxon. We will place a central focus on culture and architecture to ensure the children understand in the depth what the life of an Anglo Saxon was like. Also, the children will review the continents and oceans before learning about where the Anglo Saxons sailed from and plotting this onto a map.</p> <p>Additionally, the children will focus on the physical and human geography within Britain at that time and explore why this land was a good place to settle for the Anglo Saxons.</p>
French	<p>The children will understand a range of spoken phrases and be able to translate their meaning from French to English. The 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 the 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 the 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>
Music	<p>During the Autumn term, the children will partake in drumming lessons where they will learn how drumming is at the heart of African music. The children will focus on their rhythm through using familiar words and recognising the syllables. The children will work as part of a group to compose music using the drums and will learn how to assess their peers and provide feedback in order to help their friends improve their drumming skills.</p> <p>During the second half term, 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>The 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 the children will have the opportunity to learn synchronised dance and singing in harmony. The children will audition for solo singing performances.</p>

Physical Education	<p>Invasion Games</p> <p>As in all units, the children will develop physical, social, emotional and thinking whole child objectives</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p> <p>All the 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 the children who excelled during the first round of assessments.</p> <p>Dance</p> <p>The children will focus on creating characters and narrative through movement and gesture. They will gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work</p>
RE	<p>In the Autumn term, children will focus on Hinduism and Christianity.</p> <p>We will begin this term by exploring ‘Diwali’ and understanding the meaning behind this celebration. The children will immerse themselves into this celebration through bringing learning to life and understanding the beauty of this ritual. The 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, the children will learn about Christianity while focusing on why and how a practising Christian uses the bible. The children will recall celebrations that they are aware of and understand what Religion these are part of and why they happen.</p>
PSHE	<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>The children will understand the importance of ‘community’ and how our class and</p>

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	<p>school are places where we work together as a community. Alongside this, the 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. The children will understand how important a council can be.</p> <p>Moreover, the children will focus on what qualities make a good team member and how to work as part of a team by creating a 'nine diamond' to demonstrate the most important factors of teamwork. The children will work to ensure they include this in our classroom on a daily basis and learn to work effectively as part of a group.</p>
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