

Year 4 Half Termly Overview – AUTUMN TERM 1

THE CIRCLE OF LIFE How do organisms live?	
Big Impact Event Animal Club Day – Science and Art (Tuesday 30 th September)	Celebration of Learning Art exhibition to parents (Thursday 16 th October 3:15-3:45pm)
Science – Living Things <u>Knowledge Block 1- Classifying living things</u> <ul style="list-style-type: none"> Living things can be divided into groups based upon their characteristics Classification keys help group, identify and name living things • Animals can be classified as vertebrates (having a spine) or invertebrates (lacking a spine) In any habitat there are food chains and webs where nutrients are passed from one organism to another when it is eaten If the population of one organism in the chain or web is affected, it has a knock-on effect to all the others <u>Knowledge Block 2- Life cycles</u> <ul style="list-style-type: none"> Mammals, amphibians, insects and birds have different life cycles. Lifecycles vary in time depending on the species of animal- it can be as short as just a few weeks for insects, to up to 200 years for sea urchins. Larger animals often have longer life cycles but not always. All animal life cycles begin with growth and development followed by reproduction. Some animals undergo a complete metamorphosis as they grow. Metamorphosis is a process where animals undergo an abrupt and obvious change in the structure of their body and their behaviour. <ul style="list-style-type: none"> Some animals are eusocial. This means they live in colonies (groups) with one animal or group producing young and the others working to care for them. 	
Games – Football, Netball, Multi-skills How can I improve on attacking and defending? To attack and defend effectively using a range of skills and techniques when playing games. They may be good at one or more specific game.	PE – Dance How can I improve my movement patterns? To use different movement patterns effectively when performing.
Music – Reading Rhythms <ul style="list-style-type: none"> Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre 	Art and Design - Sketching animals How do we draw accurately? <ul style="list-style-type: none"> Develop techniques to create increasingly intricate textures and patterns with a growing range of drawing tools. Use these techniques to continue developing texture and tone. Experiment with different grades of pencil and begin to show consideration of choice of pencil. Draw from observation with increasing accuracy, focusing on figures and still life. Show and awareness of third dimension and simple perspective in drawings.
RE – Avatar or God? What's the difference between an Avatar and God? Is there one? <ul style="list-style-type: none"> Express creatively and describe with more detail responses to own experiences of concepts introduced. Recognise and describe how their responses relate to their own lives and the wider world. Accurately describe what has been taught and how it could be used in the tradition covered. Accurately describe what has been taught and how it could vary within the concept and people around that concept being studied. Children can understand and describe the value of concepts that have been studied and can recognize the issues that may arise within personal experience and communities. 	Computing – Programming (Scratch Helicopter game) BASIC SEQUENCE/REPETITION, LOOPS, SIMPLE PROCEDURES <ul style="list-style-type: none"> Using the Scratch program – The Helicopter Game (PRIMM) Identify and predict what a 'loop' might do. Read a basic piece of code and predict what it might do. Investigate a piece of code and answer questions about it. Modify the piece of code according to a new set of values. Explain what they had to do to change it. Create their own version of the game using 'continuous loops'. The helicopter will move across the screen. The other character will move across the screen.
PSHCE - Keeping/Staying Safe Water safety: <ul style="list-style-type: none"> identify a range of danger signs recognise the impact and possible consequences of an accident or incident Healthy Living: <ul style="list-style-type: none"> explain what is meant by a balanced diet describe different ways to maintain a healthy lifestyle 	MFL – Presenting Myself/Alphabet <ul style="list-style-type: none"> Can I count to 20 and say where I live? Can I sing the alphabet in French?
Geography, DT – not covered in this unit	Enrichment Opportunities e.g. outdoor learning Longitudinal pond study – Science