

## Year 4 – The Art of Food - Autumn 2

### Literacy – Writing

#### Third Person Adventure Stories

- Explore a range of adventure stories to identify key features, including setting, character, plot structure and third-person narration
- Use oral storytelling, story maps and actions to internalise the structure and language of a model text
- Identify and apply adventurous vocabulary, expanded noun phrases and varied sentence structures to build tension and atmosphere
- Use fronted adverbials and cohesive devices to link ideas and events effectively
- Innovate by adapting characters, settings or events from a model text while maintaining narrative structure
- Plan and write a complete third-person adventure story with a clear opening, build-up, problem, resolution and ending
- Edit and improve writing by revising vocabulary choices, sentence structure and punctuation for clarity and impact

#### News Reports

- Read and analyse news reports to identify purpose, audience and organisational features (headline, orientation, main events, quotes and closing)
- Use role play and oral rehearsal to explore formal language and reported speech
- Identify and apply appropriate tense, third-person voice and impersonal language
- Use paragraphs to organise information clearly and logically
- Innovate by adapting a model report to a different event or scenario
- Write a news report that presents information clearly and objectively, using precise vocabulary and accurate punctuation
- Proofread and edit work to improve clarity, cohesion and accuracy

### Literacy- Read aloud

### Maths

#### Place Value

- Read, write, order and compare numbers to at least 10,000, using numerals and words
- Recognise the value of each digit in four-digit numbers and partition numbers in a range of ways
- Use number lines, place value counters and other concrete and pictorial representations to support understanding
- Round numbers to the nearest 10, 100 and 1,000
- Apply place value knowledge to solve reasoning and problem-solving questions in real-life contexts

#### Number- Addition and Subtraction

- Add and subtract numbers with up to four digits using efficient written methods, including exchanging where required
- Use mental strategies to add and subtract multiples of 10, 100 and 1,000
- Estimate answers and check calculations using inverse operations
- Solve one-step and two-step problems involving addition and subtraction, choosing appropriate methods
- Explain strategies clearly using accurate mathematical language and representations

#### Area

- Understand area as the measure of the space inside a shape
- Measure and calculate area by counting squares using standard units
- Calculate the area of rectangles using multiplication (length  $\times$  width)
- Compare the area of different shapes and justify answers
- Apply understanding of area to practical and reasoning-based problems

#### Multiplication and Division

- Recall and use multiplication and division facts for times tables up to  $12 \times 12$
- Multiply two-digit numbers by one-digit numbers using formal written methods

### The Girl Who Stole an Elephant

- Listen attentively to a complete class novel read aloud, sustaining concentration and engagement over extended periods
- Demonstrate understanding of the plot, key events and settings through discussion, prediction and summarising
- Make inferences about characters' thoughts, feelings and motivations, justifying responses with evidence from the text
- Identify how the author uses language and description to build tension, atmosphere and adventure
- Explore themes such as courage, justice, loyalty and responsibility through guided discussion
- Respond to unfamiliar vocabulary by using context clues and discussion to clarify meaning
- Participate actively in paired and whole-class discussions, building on others' ideas and expressing opinions clearly
- Make links between events in the story and wider ideas, including moral choices and cultural context

### Guided Reading

### The Rainforests

- Retrieve key facts using headings, subheadings, captions and diagrams
- Identify main ideas and summarise information accurately
- Use subject-specific vocabulary related to climate, habitats and biodiversity
- Make inferences about the impact of human activity on rainforests using evidence from the text
- Explain how organisational features support the reader's understanding

### Visit Ancient Egypt/Visit Italy

- Locate and record information efficiently from non-fiction texts
- Identify similarities and differences between places using evidence from the text
- Use contextual clues to understand unfamiliar historical and geographical vocabulary

- Divide two-digit numbers by one-digit numbers, including remainders where appropriate
- Use arrays, bar models and number lines to represent multiplication and division
- Solve problems involving scaling and correspondence, explaining reasoning clearly

### Consolidation

- Apply learning from across all Autumn units to solve mixed and unfamiliar problems
- Select efficient strategies independently and justify choices using mathematical vocabulary
- Demonstrate increasing fluency and accuracy in calculations
- Identify errors and explain misconceptions, showing reflective learning
- Work confidently both independently and collaboratively to solve mathematical problems

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| <ul style="list-style-type: none"> <li>Recognise how language and presentation are adapted for an informative purpose</li> <li>Ask and answer questions to deepen understanding of different cultures and time periods</li> </ul> <p><u>Aspidochelone</u></p> <ul style="list-style-type: none"> <li>Identify key events and explain how the narrative develops</li> <li>Make inferences about characters' actions and motives, supported by evidence</li> <li>Explore themes and moral messages within the story</li> <li>Explain how descriptive language contributes to atmosphere and meaning</li> <li>Summarise the story while maintaining key details and sequence.</li> </ul> <p><u>Plate Tectonics/Worst Eruptions in History</u></p> <ul style="list-style-type: none"> <li>Retrieve and record information about natural phenomena from explanatory texts</li> <li>Identify cause-and-effect relationships within scientific explanations</li> <li>Use diagrams and technical vocabulary to support understanding</li> <li>Compare events and explain differences in scale and impact</li> <li>Evaluate how effectively information is presented for the reader</li> </ul> <p><u>Cindy Lou/The Egyptian Cinderella</u></p> <ul style="list-style-type: none"> <li>Identify features of traditional tales and recognise familiar story patterns</li> <li>Compare characters, settings and themes across two related texts</li> <li>Make inferences about characters' feelings and motivations using evidence</li> <li>Explain how setting influences events and character behaviour</li> <li>Express personal opinions about the texts, justifying views clearly.</li> </ul> |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                   |
| <p><b><u>Science</u></b></p> <p><u>Teeth and the Digestive System</u></p> <ul style="list-style-type: none"> <li>Identify and name the different types of human teeth (incisors, canines, premolars and molars) and describe their functions</li> <li>Compare human teeth with those of carnivores, herbivores and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b><u>Art and Design</u></b></p> <p><u>Still Life–3D Sculpture</u></p> <ul style="list-style-type: none"> <li>Explore a range of still life artworks and 3D sculptures to understand form, shape and structure</li> <li>Observe real objects carefully and record ideas through sketches and</li> </ul> | <p><b><u>Design Technology</u></b></p> <p><u>Structures (Light Boxes) – ICT and Electrical Systems: Control and Electrical Components</u></p> <ul style="list-style-type: none"> <li>Investigate and evaluate existing light boxes and simple electrical products to understand their purpose, structure and function</li> </ul> | <p><b><u>Computing</u></b></p> <p><u>Online Safety</u></p> <ul style="list-style-type: none"> <li>Understand what personal information is and explain why it should be protected online</li> <li>Recognise unsafe or inappropriate online content, contact and conduct</li> </ul> |

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| <p>omnivores, linking tooth structure to diet</p> <ul style="list-style-type: none"> <li>▪ Understand the role of teeth in the process of digestion, including biting, tearing and grinding food</li> <li>▪ Identify and describe the main parts of the human digestive system, including the mouth, oesophagus, stomach, small intestine and large intestine</li> <li>▪ Explain the basic functions of each part of the digestive system in simple terms</li> <li>▪ Describe the journey of food through the digestive system using diagrams and correct scientific vocabulary</li> <li>▪ Explore the role of enzymes and stomach acid in breaking down food (age-appropriate understanding)</li> <li>▪ Investigate the importance of good dental hygiene and explain how to care for teeth effectively</li> <li>▪ Use scientific enquiry skills to ask questions, make predictions, record observations and draw conclusions</li> <li>▪ Communicate findings clearly using labelled diagrams, tables and appropriate scientific language</li> </ul> | <p>annotations</p> <ul style="list-style-type: none"> <li>▪ Experiment with a variety of materials (e.g. clay, wire, papier-mâché, recycled materials) to create three-dimensional forms</li> <li>▪ Develop techniques for shaping, joining and constructing materials securely</li> <li>▪ Use texture, pattern and surface detail to enhance sculptural work</li> <li>▪ Make thoughtful choices about materials and techniques to represent still life objects effectively</li> <li>▪ Review and refine work throughout the making process, responding to challenges and feedback</li> <li>▪ Use appropriate artistic vocabulary such as form, texture, structure, shape and surface</li> <li>▪ Evaluate own work and the work of others, identifying strengths and areas for improvement</li> <li>▪ Present finished sculptures with care, reflecting on the creative process and final outcome</li> </ul> | <ul style="list-style-type: none"> <li>▪ Understand how simple electrical circuits work, including the role of cells, bulbs/LEDs, wires and switches</li> <li>▪ Design a light box using annotated sketches and simple plans, identifying materials, components and control features</li> <li>▪ Select and use tools and materials safely to construct a strong and stable structure</li> <li>▪ Assemble and connect electrical components to create a functioning circuit within the light box</li> <li>▪ Incorporate a simple control, such as a switch, to turn the light source on and off</li> <li>▪ Use ICT to support design and evaluation, such as recording ideas, plans or testing outcomes</li> <li>▪ Test and refine the product to improve strength, stability and electrical performance</li> <li>▪ Evaluate the finished light box against design criteria, considering function, appearance and safety</li> <li>▪ Use appropriate technical vocabulary, including structure, component, circuit, control and switch</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify trusted adults and appropriate actions to take if something online causes concern</li> <li>▪ Understand the importance of strong passwords and keeping login details private</li> <li>▪ Use technology responsibly and respectfully, following agreed online safety rules</li> <li>▪ Explain how to report concerns using school systems and online tools</li> </ul> <p><u>Logo</u></p> <ul style="list-style-type: none"> <li>▪ Understand how simple commands control movement and direction</li> <li>▪ Use sequences of commands to create shapes and patterns</li> <li>▪ Predict the outcome of a sequence of instructions before running a program</li> <li>▪ Debug simple programs by identifying and correcting errors</li> <li>▪ Use repetition to make programs more efficient</li> <li>▪ Explain how changes to commands affect outcomes</li> </ul> <p><u>Coding</u></p> <ul style="list-style-type: none"> <li>▪ Design, write and debug programs using a block-based coding environment</li> <li>▪ Use sequence, selection and</li> </ul> |
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| <p><b><u>Physical Education</u></b></p> <p><b><u>Rugby</u></b></p> <ul style="list-style-type: none"> <li>▪ Develop fundamental rugby skills, including passing, catching and running with the ball</li> <li>▪ Use evasion skills such as dodging, feinting and changing speed to avoid defenders</li> <li>▪ Understand and apply basic rules of tag rugby, including safe play and scoring</li> <li>▪ Work collaboratively with teammates to maintain possession and create attacking opportunities</li> <li>▪ Begin to apply simple attacking and defending strategies in small-sided games</li> <li>▪ Communicate effectively with others during game situations</li> </ul> | <p><b><u>Religious Education</u></b></p> <p><b><u>Christianity–God</u></b></p> <p><u>How and why might Christians use the Bible?</u></p> <ul style="list-style-type: none"> <li>▪ Understand that The Bible is a sacred text for Christians and is made up of different books, including stories, teachings and prayers</li> <li>▪ Identify different types of writing in the Bible (e.g. stories, parables, psalms, letters) and explain their purposes</li> <li>▪ Explore how Christians use the Bible in different contexts, such as worship, prayer, guidance and everyday life</li> <li>▪ Understand why the Bible is important to Christians as a source</li> </ul> | <p><b><u>PSHE</u></b></p> <p><b><u>Growing and Changing</u></b></p> <ul style="list-style-type: none"> <li>▪ Understand that people grow and change throughout life and that change can be physical, emotional and social</li> <li>▪ Identify the main stages of the human life cycle and describe key changes that occur at each stage</li> <li>▪ Recognise a range of emotions linked to change and develop strategies to manage these feelings</li> <li>▪ Understand that everyone develops at different rates and that these differences should be respected</li> <li>▪ Learn about the importance of personal hygiene and self-care as</li> </ul> | <p><b><u>MFL-French</u></b></p> <p><b><u>The Calendar (Days, months, date)</u></b></p> <ul style="list-style-type: none"> <li>▪ Listen attentively to spoken French words and phrases for days of the week, months of the year and dates</li> <li>▪ Pronounce days and months accurately, recognising and using key sounds and patterns in French</li> <li>▪ Ask and answer simple questions about the date (e.g. Quel jour sommes-nous ? / Quelle est la date ?)</li> <li>▪ Read and understand familiar calendar-related words and short phrases</li> <li>▪ Write simple words and phrases to give the day, month and date, using modelled language</li> </ul> |

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| <ul style="list-style-type: none"> <li>▪ Demonstrate fairness, respect and teamwork when playing competitively</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>▪ Develop control, balance and coordination through a range of travelling, rolling and jumping actions</li> <li>▪ Perform shapes and balances with increasing stability and accuracy</li> <li>▪ Link movements smoothly to create short gymnastic sequences</li> <li>▪ Use different levels, directions and pathways in performance</li> <li>▪ Perform sequences safely on a range of apparatus and floor spaces</li> <li>▪ Evaluate own and others' performances, identifying strengths and areas for improvement</li> <li>▪ Show confidence, perseverance and self-discipline during practice and performance</li> </ul> | <p>of belief, teaching and moral guidance</p> <ul style="list-style-type: none"> <li>▪ Retell and interpret selected Bible stories, explaining what they show about God and Christian beliefs</li> <li>▪ Make links between Bible teachings and how Christians might live their lives today</li> <li>▪ Ask thoughtful questions about meaning, belief and interpretation of biblical texts</li> <li>▪ Compare how different Christians may use or understand the Bible in varied ways</li> <li>▪ Reflect on the influence of sacred texts on people's lives and values, showing respect for different viewpoints</li> </ul> | <p>bodies change</p> <ul style="list-style-type: none"> <li>▪ Identify trusted adults and know how to ask questions or seek help about growing and changing</li> <li>▪ Understand the importance of privacy, personal boundaries and respecting others' boundaries</li> <li>▪ Develop empathy and respect for others experiencing change</li> <li>▪ Practise communication skills to express worries, questions or feelings appropriately</li> </ul> | <ul style="list-style-type: none"> <li>▪ Use repetition, songs and games to build confidence and memory of new vocabulary</li> </ul> <p><u>Colours, Emotions and Numbers 0–20</u></p> <ul style="list-style-type: none"> <li>▪ Recognise, understand and say numbers from 0 to 20 with increasing accuracy and fluency</li> <li>▪ Identify and name a range of colours in French, using correct pronunciation</li> <li>▪ Learn and use vocabulary to express emotions and feelings (e.g. content, triste, fatigué)</li> <li>▪ Use simple sentence structures to describe objects, feelings or quantities (e.g. J'ai deux crayons rouges)</li> <li>▪ Join in with songs, chants and short-spoken activities to practise vocabulary and sentence patterns</li> <li>▪ Read and match words to pictures and meanings, developing confidence with written French</li> <li>▪ Begin to write short phrases using familiar vocabulary and correct word order</li> </ul> |
| <p><b><u>Music</u></b></p> <p><u>Theme from The Pink Panther</u></p> <ul style="list-style-type: none"> <li>▪ Listen attentively to the piece and identify key musical elements, including tempo, pitch, dynamics, rhythm and timbre</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <ul style="list-style-type: none"> <li>▪ Describe the mood and character of the music and explain how musical elements contribute to this effect</li> <li>▪ Recognise repeating patterns and simple structure within the music</li> <li>▪ Perform rhythmic patterns inspired by the piece using voices and classroom instruments</li> <li>▪ Explore how changes in dynamics and tempo can create atmosphere and tension</li> <li>▪ Use appropriate musical vocabulary to discuss and evaluate the music</li> <li>▪ Reflect on performances, identifying strengths and suggesting improvements</li> </ul> <p><u>Composing with Colour</u></p> <ul style="list-style-type: none"> <li>▪ Explore how music can represent ideas, images and feelings, using colour as a stimulus for composition</li> <li>▪ Experiment with sounds using voices and instruments to match different colours, moods and textures</li> <li>▪ Compose short pieces of music that use changes in pitch, dynamics, tempo and rhythm to represent colour</li> <li>▪ Work collaboratively to plan,</li> </ul> |  |  |  |
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| <p>create and perform a simple composition</p> <ul style="list-style-type: none"> <li>▪ Record compositions using simple graphic or standard notation</li> <li>▪ Perform compositions to an audience with confidence and control</li> <li>▪ Evaluate own and others' compositions, using musical vocabulary to describe what works well</li> </ul> |  |  |  |
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