

Spring 1

TOPIC	Fantastic Beasts		Driver subject(s)	Science	
Values (s)	Ambition, Responsibility , Respect, Resilience, Compassion				
Learning Links	Past – What creatures are extinct? Present – What creatures are on our planet now and where do they live? Future – What does the future look like for animals on planet Earth?	Global Themes	Equality, diversity and Inclusion (EDI)		
			Environment How do we protect species? Wellness What do animals need to survive? Aspiration Jobs linked to animals (visitor link)		
Opening Wow /Immersive classroom	DWAEC Visit – Animals in School		End of topic showcase (Sharing with parents)	Double Page Spread – Fantastic Beasts	
Trips/Visitors	Immersive Classroom – Visit different habitats/biomes Visitors: DWAEC				
What do the children want to learn?	What makes certain animals dangerous? What do they all eat and why? Where do creatures live and why? What makes some beasts ‘fantastic’? Do creatures exist on other planets?				
English Text Inc. Genre/Text Type	Humanities (Geography & History)	Creative (Art/DT/Music/Computing/PE)	Science	RE/PSHE/RSE	French
Fantastic Beasts Plot: Non Fiction – Explanation Text (Crazy	<u>History</u> <u>Geography</u>	<u>Art: Clay Modelling</u> Artist Focus: Tomek Radziewicz I know how to sculpt clay and other mouldable materials. I can explain how to use different clay tools effectively. I know how to identify the techniques used by different artists. I recognise when art is from different cultures and historical periods. I can explain some of the features of art from historical periods. I can create textured surfaces using a variety of clay tools.	<u>Classification (Living things and their habitats)</u> <u>Digestion (Animals including humans)</u> Describe the human teeth and their positions in the mouth. Name the different sorts of teeth found in humans and their simple functions.	<u>RE SACRE – Buddhism</u> Know some of the teachings of Buddha. Understand what Buddha taught about change. Reflect upon how religious beliefs and teachings may influence people to make the world a better place. Reflect on how we as individuals could make the world a better place	<u>French</u> I can pick out familiar words and phrases from spoken sentences. I can recognise familiar words and phrases in a spoken story or poem. I can identify the gender of a noun from its article in spoken French. I can recognise who is being talked about in a sentence from the pronoun. I can recognise that the structure of some French sentences differs from English.

<p>Animal Contraptions)</p>		<p>I can plan, design, make and adapt models. I can discuss how I have created shapes, forms and textures. I can begin to explore the roles and purposes of artists / craftspeople / designers working in different times and cultures. I can experiment with the styles used by other artists. I can select and record from first hand observation, experience and imagination. I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them. I can annotate work in my sketchbook, giving detailed reasons for my choices. I can adapt my work and refine my ideas. I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p><u>DT: None this half term</u></p> <p><u>Music: CHARANGA</u> Stop – Grime – Writing Lyrics Linked to a Theme</p> <p><u>Computing – 4.6 Animation / 4.3 Spreadsheets</u> work collaboratively to create content and solutions. (4.1, 4.3, 4.4,48)</p> <p><u>PE – Hockey</u> I know how to implement some tactics in a game I can decide as a team how to make things difficult for our opponent Use a push pass with some accuracy Move into space to receive the ball Attempt a slap pass in isolation With some control, turn with the ball Attempt to stop the ball with your reverse stick Work as a team to attack a goal Suggest ways to improve your and your team's performance</p>	<p>Know that children have milk teeth that are lost as adult teeth develop Understand the need to take care of your teeth and how to do this. Describe the differences in teeth that have been cared for and those that have not. Know that the tongue is the organ for taste and that it helps to move food into the oesophagus</p> <p>Name the different parts of the digestive system.</p> <p>Outline the basic function of each part of the digestive system.</p> <p>Y4 Digestion (Animals including humans) Create a model of a digestive system.</p> <p>Identify in the model each part of the digestive system and describe its basic function.</p> <p>Retrieval from Living Things previous term – animals</p>	<p>and make comparisons between this and Buddha's teachings. Evaluate why there may be problems in the world and how people could help to solve them.</p> <p>PSHE: Bounce Resilience x 2 weeks</p> <p>Healthy and Safer Lifestyles (Managing Safety and Risk) How do I feel in risky situations and how might my body react? Can I make decisions in risky situations and might my friends affect these decisions? When might I meet adults I don't know and how can I respond safely? What actions could I take in an emergency or accident and how can I call the emergency services?</p> <p>What are the benefits of using the roads and being near water and how can I reduce the risks? How is fire risky and how can I reduce the risks? How do I keep myself safe during activities and visits? How can I stop accidents happening at home when I am out?</p> <p>I can describe how my body reacts in risky situations. I can help someone who is choking. I can name some people I would ask for help in a risky situation. I can explain the 'stop, look, listen, think' procedure for crossing a road. I can keep myself safe near water/ roads. I can treat a scald or burn. I can contact the emergency services in an emergency situation. I can define unintentional and preventable risks.</p>	<p>I can follow and understand a familiar written text, reading and listening at the same time. I can read a simple rhyme, song or story aloud to my class. I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French. I can use a bilingual dictionary to find the French translation of English words. I can identify the gender of a French noun from its article. I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'. I can recognise the first, second and third person singular forms of some common verbs in the present tense. I can recognise common sentence and word order patterns in French. I can ask for simple opinions, and give my own, e.g. likes and dislikes. I can say several sentences from memory. I can say full sentences from memory, with accurate pronunciation, so that others can understand me. I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions. I can recite a simple finger rhyme or song from memory. I can say a few sentences to describe where I live. I can say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes. I can give short descriptions of other people, including my family and friends. I can use the correct article most of the time to match the gender of the noun. I can use either 'les' or 'des' with plural nouns. I can describe things using simple adjectives. I can use simple sentences where the structure or word order differs from English, e.g. negatives and reflexives. I can write responses to spoken language using short phrases and simple sentences. I can use my knowledge of French phonics to help me spell familiar words.</p>
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Year Group Topic Curriculum Map 2023 - 24 **Year 4**

				<p>RSE <i>Covered through PSHE objectives.</i></p>	<p>I can express my opinions using simple sentences. I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems. I can write some phrases and simple sentences from memory. I can complete a written sentence by adding letters, words and phrases. I can write a few simple sentences about myself, including my name and age, from memory. I can write a few simple sentences to describe where I live, from memory. I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory. I can write a few simple sentences about other people, including my family and friends, from memory. I can use the correct article most of the time to match the gender of the noun. I can use a model to write sentences in the first person. I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'.</p>
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