

Y4 Curriculum - Autumn 1 Sequence



Where Does My Food Go?

History	Geography	Science	Computing	Art	PE
Not taught this half term	Not taught this half term	<p>Where does my food go? Children will learn about the digestive system including the journey of food from chewing to pooing. They will also learn about the function of teeth.</p>	Online Safety	Children will learn about the work of Giuseppe Arcimboldo and experiment working in a similar style.	<p>Personal Skills</p> <p>Children will develop footwork movement patterns and static balance skills.</p>
Sequence of lessons:	Sequence of lessons:	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) What parts make up the digestive system? 2) What is the function of the digestive system? How do we use scientific evidence to answer questions? 3) What are the names of our teeth and what job do they do? 4) Why do teeth decay? How do we create an enquiry or test? 5) How do I make careful observations, record my results and use them to develop 	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) To understand how to protect themselves from online identity theft. 2) To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. 3) To identify the risks and benefits of installing software including apps. 4) To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism 5) To identify the positive and negative influences of technology on health and the environment. 6) To understand the importance of balancing game and screen time with other parts of their lives. 	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) To can find out about the work of Giuseppe Arcimboldo and understand who he was. 2) To sketch multiple designs of fruit faces thinking about the lines and colour. 3) To select colour, textures and materials to create different textures. 4) To create my designs making adjustments and giving reasons for changes. 5) To evaluate my collage and suggest improvements. 	<p>Sequence of lessons:</p> <p>Exceeding: I cope well and react positively when things become difficult</p> <p>Expected: I know where I am with my learning and I have begun to challenge myself</p> <p>Emerging: I try several times if at first I don't succeed and I ask for help when appropriate .</p>
Composite/Outcome	Composite/Outcome	<p>Composite/Outcome</p> <p>Children know the journey of food from mouth to anus and can name the four types of teeth and their main function.</p>	<p>Composite/Outcome</p> <p>Children know the risks and dangers of using the internet and can state how to keep themselves safe online.</p>	<p>Composite/Outcome</p> <p>Children create fruit portraits in a similar style to Arcimboldo.</p>	<p>Composite/Outcome</p> <p>Children know several different footwork patterns and can perform with accuracy and control.</p>

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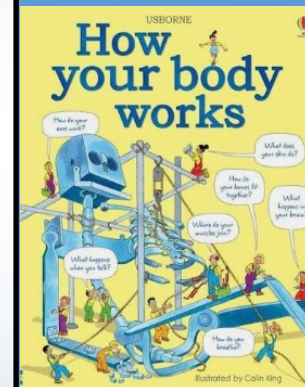
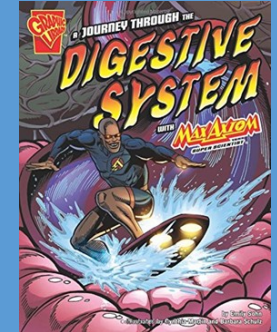


Where Does My Food Go?

PSHE	DT	Music	RE
Mental Health & Well-being	Children will learn about where certain foods grow well according to climate and seasons. They will work towards designing and making their own fruit smoothie.	Brass Tuition	What do Hindus believe God is like?
<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) About what it means to relax. About how relaxing can help us recharge. 2) About what we can do to do relax. About the balance needed between relaxing and screen time. 3) About the impact of bullying, including offline & online, and the consequences of hurtful behaviour; strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others. 4) About what it means to be discriminating, how to recognise it as bullying and how to challenge it. 5) To recognise warning signs about mental health and wellbeing. 	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) Understand that vegetables and fruit grow in certain places and that climate affects food growth. 2) To know which food items are good for the digestive system and provide nutritional benefit. 3) To explore and evaluate existing products. 4) To design my own fruit smoothie with labelled diagrams. 5) To use and store a cutting knife correctly. 6) To make my own fruit smoothie by following a simple recipe. 	<p>Sequence of lessons:</p> <p>To play with a steady beat</p> <p>To 'buzz' on the mouthpiece.</p> <ol style="list-style-type: none"> 1) (C and D with mouthpiece rap.) 2) C, D and E 3) C, D and E 4) with the note F 5) Everything learnt so far 	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) To talk about Hindu ideas of God being everywhere and in everything. 2) To identify some Hindu deities and say how they help Hindus describe God. 3) To offer informed suggestions about what Hindu murtis express about God. 4) To identify some Hindu deities and say how they help Hindus describe God. 5) To make simple links between beliefs about God and how Hindus live. 6) To identify some different ways in which Hindus worship.
Composite/Outcome	Children will design and make their own fruit smoothie using seasonal fruits.	Children will learn a brass instrument and musical notation.	Children are able to talk about Who is the Hindu God? What do Hindus celebrate? Where do Hindus

Our Books this term:

A Journey Through the Digestive System with Max Axiom



How Your Body Works
Usborne

Human Body Odyssey

