Year 4 Curriculum – Autumn Term (2nd Half) – Nutrition and Digestion – How to stay Healthy

Strands		Subjects/Skills		Teaching Approaches
Academic Learning	English	**English**: Philosophy x 3 lessons Non-Fiction: Persuasive Writing - Newspaper Reports (2wks) Poetry: Riddles (1 wk) Narrative: Play scripts - linked to Nativity (2 wks) **Cross Curricular English**: Persuasive writing – adverts/posters	**Maths**: Measurement: Length & Perimeter Number: x & divide **Cross Curricular Maths**: DT – compare and classify geometric shapes and nets (healthy snack packaging.	**English**: P4C & Drama **Maths**: White Rose & CPA
Awareness & understanding of Ourselves and Others	Topic	**Science: Animals, (including humans)** Pupils should be taught to: describe the simple functions of the basic parts of the digestive system in humans; identify the different types of teeth in humans and their simple functions. **SKILLS: Comparing and discussing reasons for differences. Draw and discuss ideas about the digestive system.** **PSHE**: (taught through science): what is meant by a healthy lifestyle; how to make informed choices about health and wellbeing and to recognise sources of help with this; to identify different influences on health and wellbeing. **Design & Technology**: To understand and apply the principles of a healthy and varied diet; Use research and develop design criteria to inform the design functional and appealing products aimed at particular individuals or groups. **Product: Food Packaging** **PE**: Dance- Perform using a range of movement patterns and set phrases; Perform routines to audiences; Work collaboratively in groups See PE Hub Planning		Observations Investigations Grouping and classifying PE Hub
	Discrete	**Music**: Orchestra - Exploring Arrangements: Practise, rehearse and present performances to others. Show an awareness of an audience. **(Expression & Communication)** **RE**: Being reflective & self-critical (unit 3); Being curious and valuing knowledge (unit 4) + Nativity. **(Awareness and Understanding of Ourselves and Others)** **PSHEE**: Getting On and Falling Out (taught through SEAL & P4C): how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts; how to recognise and manage emotions within a range of relationships. **PSHEE (discrete)**: Say No To Bullying (taught during anti-bullying week): how to recognise risky or negative relationships including all forms of bullying; respect for others and the importance of responsible behaviours and actions; how to respond to risky or negative relationships and ask for help. **(Awareness and Understanding of Ourselves and Others)** **Computing**: **Computational Thinking -** Design and make an onscreen prototype of a computer controlled toy; Understand different forms of input and output (such as sensors, switches, motors, lights and speakers); Design, write and debug the control and monitoring programme for their toy, including controlling and simulating physical systems. **SKILLS: Develop their skill in debugging computer programs; Recognise the importance of user-interface design, including consideration of input and output; Use logical reasoning to detect and correct errors in algorithms and programs.** **Assessment Task**: To create an educational game using scratch. Unit 4.2 (We are toy designers) – Prototyping an interactive toy. See Rising Stars Planning **(Expression & Communication)** **Modern Languages**: Rigolo 1 Module 8 **(Expression & Communication)**		P4C Music Express Birmingham Agreed Syllabus Rising Stars Rigolo

Evaluation of Topic & Discrete Key Skills:

Subject & Key Skill	Pupils Working Above Age Related Expectations	Pupils Working At Age Related Expectations	Pupils Working Towards Age Related Expectations
PE: Dance- Perform using a range of movement patterns and set phrases		All other pupils	
Computing Assessment Task: To create an educational game using scratch.		All other pupils	
DT: Use research and develop design criteria to inform the design functional and appealing products aimed at particular individuals or groups.		All other pupils	