


## Eat up! Year 4 Autumn 2

School Trip: Not applicable		Exit Point: A working model of the digestive system	School Value: Independence	The Arts:	
<b>Escape From Pompeii:</b> Story set in Roman times Link with History		<b>Books linked to the wider curriculum</b>  		<b>Music</b> Weekly singing assemblies. Charanga Scheme of Learning <b>Context: Glockenspiel</b> LI: To know how to treat instruments carefully and with respect LI: To play a melody on a tuned instrument LI: To rehearse and perform when playing a melody LI: To listen to and follow musical instructions from a leader	<b>Art and Design</b> Printing (using ideas from class text) LI: To create original pieces that are influenced by studies of others. LI: To replicate patterns observed in natural or built environments. LI: To make precise repeating patterns.
<b>Computing (Purple Mash)</b> <b>Unit 4.1 Coding (computer science)</b> LI: To review coding vocabulary and knowledge. LI: To create a simple computer program. LI: To understand how an IF statement works LI: To understand how to use coordinates in computer programming. LI: To understand the Repeat until command. LI: To understand what a variable is in programming. LI: To create a playable game.		<b>Physical Education</b> <b>Outdoor - Football and Hockey Skills</b> ZUKO Sports – Separate planning  <b>Dance</b> LI: To improve parts of a sequence as a result of self-evaluation. LI: To use simple dance vocabulary to compare and improve work. LI: To suggest ways to transition between parts of the dance.	<b>Religious Education (Living Difference IV)</b> Awaiting new planning for September 2022	<b>Spanish (Language Angels)</b> <b>To say what fruit we like and do not like in Spanish.</b> LI: To learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) vegetables in Spanish LI: To learn how to name (with accurate pronunciation) and remember the next five (of a total of ten) vegetables in Spanish LI: To learn how to say “a kilo of...” plus a vegetable in Spanish LI: To learn how to formulate a short phrase using “Quisiera ...” (“I would like...”) LI: To use the conjunction “y” (“and”) LI: To revise all language learnt in this unit	
<b>Science</b> <b>Animals including Humans</b> LI: To identify and name parts of the digestive system in humans LI: To construct the digestive system independently. LI: To match the parts of the digestive system to their functions and explain some of their functions. LI: To match the types and functions of teeth (in humans and animals) LI: To identify teeth from a diagram and construct and interpret a variety of food chains.		<b>Geography (Location/The Natural World)</b> <b>Context: Winchester</b> LI: To use 4 figure grid references, symbols and keys to build knowledge (of the UK) LI: To use maps and other resources to locate key features LI: To identify physical characteristics of locations LI: To understand key aspects of physical geography		<b>PSHE- (PSHE Association Thematic Model Planning)</b> LI: To identify a wide range of factors that maintain a healthy, balanced lifestyle LI: To understand what is meant by good physical health LI: To recognise early signs of physical illness LI: To recognise the difference between ‘playful dares’ and dares which make them feel uncomfortable LI: To know how to manage pressures associated with dares LI: To know when it is / is not right to keep a secret	