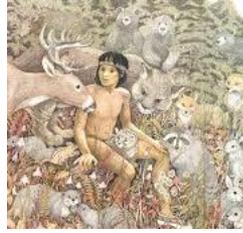
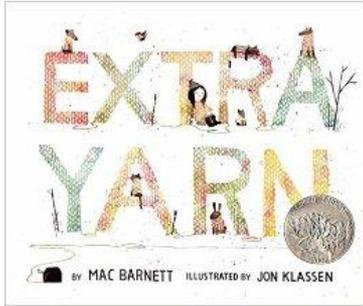


## Autumn One: Once Upon a Book



### English

**Programme of study includes:** word reading, comprehension, transcription, handwriting, composition and vocabulary, grammar and punctuation.

**The process of writing includes:** Introduce meaningful opportunity to write, Analysis of text - Read and study genre examples - Talk opportunities - Shared/modelled writing - Planning - Writing - Editing and improving - Publishing

#### **Inspiration:**

- Extra Yarn by Mac Barnett and Jon Klassen
- Hiawatha by Henry Longfellow and Susan Jeffers (poetry)
- Beowulf - Story Telling - (See *The Bumper Book of Storytelling*)

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

**Class Reading Book:** My Dad's a Birdman by Alexis Deacon.

## Year Four Autumn Term One Overview

We are kick-starting the year with the whole school topic - **Once upon a Book**. A magical book has been chosen for Year 4 to start their year with a story of generosity, sharing, money and happiness, Extra Yarn. The story raises philosophical questions, for example: *Can money buy happiness? Does magic exist? Is it good to keep giving things away?* This story leads beautifully into the poem of Hiawatha which sings mythology and of course starts with a god. The theme of gods will begin a conversation about the study of Judaism and the famous story of Jonah and the Whale. The children will have many opportunities to question and join in debates.

### Art and Design Technology

#### **Design Technology:**

**DME: dream catchers to develop textiles skills**

- to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided-design.
- to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

#### **Art and Design - Illustrator Study Jon Klassen**

**Drawing skills:** apply knowledge of line for a purpose and master different types of stylus.

### Social, Moral and Cultural Education - including Religious Education and RRS

SMSC is embedded in what we do and who we are everyday.

Themes raised in the class text: friendship, perseverance and belonging.

**RRS:** 21, 24, 25 and 39

#### **Religious Education:**

Judaism - The story of, Jonah and the Whale

**School Values**

### History

#### **Anglo-Saxons and Scots**

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

## Once Upon a Book

### Computing

'Hopscotch' - make a game with a mythical character - inspired by *Hiawatha*.

- to design , write and debug programs that accomplish specific goals
- to use sequence, selection and repetition in programs
- to use logical reasoning to explain how some simple algorithms work to detect and correct errors

### Physical Education

#### Football and swimming:

- to control and coordinate their bodies and movements with increasing skill and confidence
- to develop physical skills and techniques by observation, evaluation and refinement; and to use repetition and practice to reach higher standards
- to recognise ways in which stamina and flexibility can be improved through daily physical activity

## Science

### Learning Objectives:

#### Physical Processes: Sound

I can find patterns between the pitch of a sound and features of the object that produced it.

I can recognise that vibrations from sounds travel through a medium to the ear.

I can identify how sound are made, associating some of them with something vibrating.

I can find patterns between the volume of a sound and the strength of the vibrations that produced it.

I can recognise that sounds get fainter as the distance from the sound source increases.

#### Scientific Enquiry Skills

Ask relevant questions, and use different types of scientific enquiries to answer them

Set up simple practical enquiries, comparative and fair tests

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers

Gather, record, classify and present data in a variety of ways to help in answering questions

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Identify differences, similarities or changes related to simple scientific ideas and processes

Use straightforward scientific evidence to answer questions or to support their findings.

## Mathematics

Over the year, children will continue to develop their mathematical skills and knowledge through Maths No Problem. Alongside this, the children will apply their maths skills across the curriculum, for example using their knowledge of properties of shape to create mythical creatures or outfits for objects in their environment. Whilst learning about sound they

act out the story publically and investigate how sound travels. In science, the children will further develop their statistical skills by interpreting and presenting discrete data using appropriate graphical methods, including bar charts and time graphs.



## Music

### Exploring performance and composition

- to improvise and compose music for a range of purposes
- to play and perform in solo and ensemble contexts

Weekly playlists played during assemblies, lunch and breaks. Music used to introduce books/art/topics.

## French

Travel and transport - including flight.

