



Autumn Term 1 2021 – Class: Kirkstall

Class Text/s	Wolf Brother by Michelle Pavers		
Subject/ Breadth of Study/ Threshold Concepts	Milestones to Meet / Key Objectives	Lesson Activities	Review and impact of teaching
English	To learn and apply grammar and punctuation skills. To plan, write and edit a setting description and diary.	<ul style="list-style-type: none"> • Skills that feed into a setting description. • Planning and writing a forest setting description • Planning and writing a village setting description • Skills that feed into a diary • Planning and writing Hermione's diary from Harry Potter • Planning and writing Renn's diary from Wolf Brother 	
Science	<p>Animals – Including Humans</p> <p>This unit focuses on the changes that human beings experience as they develop to old age. It tackles some sensitive subjects including puberty and death. As such, it is advisable to consult your school sex and relationships education policy prior to teaching this unit. Children will learn about the life cycle of a human being. They will investigate the development of babies and compare the gestation period of humans and other animals. They will learn about the changes experienced during puberty and why these occur. The final</p>	<p>1. Humans Timeline Describe the changes as humans develop to old age by drawing a timeline to indicate stages in the growth and development of humans.</p> <p>2. Growth of Babies Describe the changes as humans develop to old age in the context of the development of babies in their first year.</p> <p>3. Puberty Describe the changes as humans develop to old age by comparing the changes that take place to boys and girls during puberty.</p> <p>4. Changes in Old Age Describe the changes as humans develop to old age by understanding the changes that take place in old age.</p> <p>5. Gestation Periods Report findings from enquiries, including oral and written</p>	

	<p>investigation will be about the changes to the body as humans get older, as well as comparing the life expectancy of different animals.</p>	<p>explanations of results in the context of the gestation period for animals.</p> <p>6. Life Expectancy Record data and results of increasing complexity using bar and line graphs, and models in the context of comparing gestation periods and life expectancies of animals.</p>	
<p>History The Maya</p>	<p><u>Main Events</u> Who were the Maya? <ul style="list-style-type: none"> When was the golden age of the Maya? List some of the Maya's scientific achievements. Describe what happened to the Maya civilisation. List some famous Maya cities <u>Settlements</u> Describe a Maya settlement. <ul style="list-style-type: none"> List the things you would see in a Maya settlement. What was the name of the ruler of a city state? List some of the farming methods the Maya used. Describe what is meant by the word 'architect' <u>Culture and Pastimes</u> When did the Maya people develop writing? <ul style="list-style-type: none"> How many symbols made up the Maya writing system? <u>Artefacts</u> What are the names of the ancient Maya codices that have survived to this day? <ul style="list-style-type: none"> Describe what is meant by the word 'anthropologist'. </p>	<ul style="list-style-type: none"> Who were the Maya? Do children have any ideas? Watch an introduction to the ancient Maya An introduction to the ancient Maya - BBC Bitesize What have the children learned from the film – who were the Maya? Where did they live? (look at a map) When did they live? Compare on a timeline. Order key events on a timeline. Look at Maya achievements – astronomy, maths systems, calendar, temples. When was the golden age of the Maya and what happened to the civilisation? Find out about famous Maya cities and what a Maya settlement was like. What was the name of the ruler of a city state? What is meant by the word 'architect'. Study Maya farming and find out about some of the farming methods. Study the development of writing and the writing system. What are the Maya codices? What does 'anthropologist' mean? Children create a knowledge organiser, showing all that they have learnt. 	

Geography

Using Maps

Features

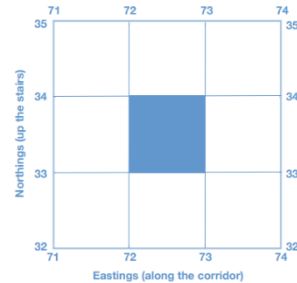
- On a map of Europe, locate and label the:
 - title
 - compass rose
 - key
 - lines of longitude and latitude
 - scale.

- Describe the purpose of each of these features

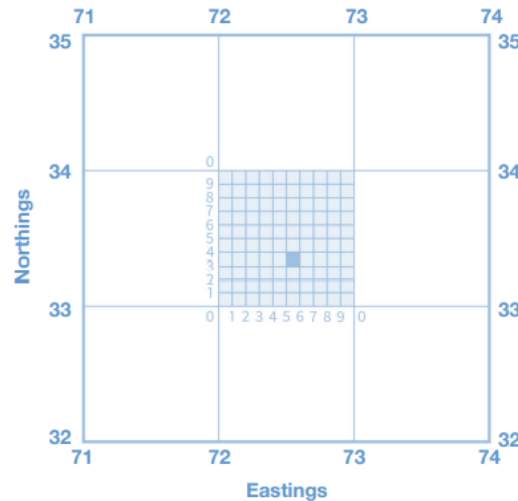
4 and 6 figure grid references

- What are the horizontal lines on a map called?
- What are the vertical lines on a map called?
 - What is a grid reference?
 - What is a four-figure grid reference?
 - Which grid reference is used first – the eastings or the northings?
 - Which part of the square does a grid reference refer to?
 - On the four-figure grid reference example map, find:
 - 7333
 - 7134
 - 7234.
 - What is a six-figure grid reference?
 - Why might you use a six-figure grid reference rather than a four-figure grid reference?
 - On the six-figure grid reference example map, find:
 - 722332
 - 729331
 - 725339

- Revise the continents – label a map showing the continents and oceans.
- Use a map of Europe with compass rose, key, lines of longitude/latitude, scale – label and explain the purpose of each feature.
- On a map, identify the horizontal and vertical lines. Teach the children about grid references. Start with a four-figure grid reference. Use the terms eastings and northings. Which is used first?
- Remind children which figures come first in a grid reference. Give children grid references to find on a map.



- Teach children about a six-figure grid reference and why this is useful. Give children example grid references to find on a map.



Art and Design			
Design and Technology			
P.E.	<p>To swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>To perform safe self-rescue in different water-based situations</p>	Swimming Sessions at Dearne Valley Leisure Centre, including water safety/survival skills.	
French	<p>To listen attentively to spoken language and show understanding by joining in and responding</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	La Jolie Ronde Y4	

	To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine		
R.E		<p>Come and See -</p> <ol style="list-style-type: none"> 1. Ourselves 2. Life Choices 3. Hope <p>Judaism - Passover</p>	
PSHE	<p>Think Positive</p> <p>I understand the link between thoughts, feelings and behaviours</p> <p>I understand the concept and impact of positive thinking</p> <p>I can recognise and manage uncomfortable feelings</p> <p>I understand the importance of making good choices</p> <p>I can use mindfulness techniques in my everyday life.</p> <p>I can apply a growth mindset in my everyday life</p>	<p>Lesson 1 – The Cognitive Triangle</p> <p>Lesson 2 – Thoughts are not Facts</p> <p>Lesson 3 – Face your Feelings</p> <p>Lesson 4 – Choices and Consequences</p> <p>Lesson 5 – Being Present</p> <p>Lesson 6 – Yes I Can!</p>	
RHE	<p>Module 1 of Ten Ten Scheme</p> <p>UKS2 Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:</p>	<p>Unit 1 – Religious Understanding.</p> <p>Unit 2 – Me, My Body, My Health.</p> <p>Unit 3 – Emotional Well- Being</p> <p>Unit 4 – Life Cycles.</p>	

Music	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p>	<p>Weekly hymn singing sessions.</p> <p>Listening to a different pop musician each week, children understand what the musical tradition is, the name of the musician and other works by the same artist.</p> <p>Children are given opportunities to express their feelings about each artist.</p>	
Computing	<p>To explain that computers can be connected together to form systems</p> <p>To recognise the role of computer systems in our lives</p> <p>To recognise how information is transferred over the internet</p> <p>To explain how sharing information online lets people in different places work together</p> <p>To contribute to a shared project online</p> <p>To evaluate different ways of working together online</p>	<p>Lesson 1 – introduction to systems</p> <p>Lesson 2 – Consider how large computer systems work</p> <p>Lesson 3 – Parts of a computer system are not always in the same place or country</p> <p>Lesson 4 – Consider how people can work together when they are not in the same place</p> <p>Lesson 5 – Reflect on how they can work together</p> <p>Lesson 6 – Introduction to another way of working online</p>	

HALF TERM
25th October – 29th October

NB: Maths – we follow the White Rose Lesson-by-Lesson Overviews.