



St. Anne's Catholic Primary School

Year 4 Medium Term Plan 'Healthy Bodies, Healthy Minds'



RE

People

The children will explore their own family trees, the family of God in scripture and acquire the skills of assimilation, celebration and application of the above.

Called

The children will describe the importance of responding to being chosen. Understanding

Maths

Place Value

The children will recap on a range of strands from recognising numbers to partitioning numbers in different ways and ordering and comparing numbers.

Place Value with Decimals

This is new learning for the children. The children will be introduced to decimals and how we use decimals within Maths and real life situations.

Addition

The children will be focusing on mental and written methods for addition. They will be given opportunities to problem solve and answer reasoning questions..

Subtraction

The children will be focusing on mental and written methods for subtraction. They will be given opportunities to problem solve and answer reasoning questions..

Assessment— The children will be assessed on the four strands focused on this half term. This will give the teachers an insight into the children's concrete knowledge of these strands.

English

Novel with a theme—The Astounding Broccoli Boy

The children will study a wonderfully funny story about a boy who turns green on a school trip. They will then write their own version of a chapter using fronted adverbials to link paragraphs.

Explanations

The children will write an explanation on how to keep our bodies healthy using the skills

Driver Subject—Science

Animals including Humans—Teeth and Digestion.

- 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.
- Describe how teeth and gums have to be cared for in order to keep them healthy
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Rocks and Fossils (Year 3i)

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter
- Recognise that rocks and soils can feel and look different.

Scientific Enquiry

Research

- Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Observation

- Discuss ideas and develop descriptions from their observations using relevant scientific language and vocabulary.

Identifying and Classifying

- Use guides or simple keys to classify / identify [animals, flowering plants and non-flowering plants].

Fair Testing

- Begin to recognise when a **fair test** is necessary.

Questioning

- Refine a scientific question so that it can be tested e.g. 'What would happen to... if we changed...?'

Year 3

Questioning

- Within a group suggest questions that can be explored, observed, tested or investigated further.
- Within a group suggest relevant questions about what they observe and about the world around them.

Observation

- Explore / observe things in the local environment / real contexts and record observations

History

Diets and NHS

Events, People and Changes

- Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.

Chronology

- Use dates and historical terms when ordering events and objects.
- Identify where people and events fit into a chronological framework.

Interpretation, Enquiry and using sources

- Use dates and historical terms when ordering events and objects.
- Identify where people and events fit into a chronological framework.

The Stone Age

Events, People and Changes

- Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.

Interpretation, Enquiry and using sources

- Recognise that different versions of past events may exist.
- Describe some of the ways the past can be represented.
- **Communication**
- Discuss some historical events, issues, connections and changes.
- Select and organise historical information to present in a range of ways..

Art & Design

Great artists, architects and designers in history

Jason Mercier

- Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.

Year 3 Structures with Clay

Become proficient in drawing, painting, sculpture and other art, craft and design techniques

- To improve their mastery of art and design techniques, including sculpture with a range of materials
- Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve a design into a printing block.

Computing

Information Technology—Spreadsheets

- Use and combine a variety of software and devices with increasing independence, to create a range of digital assets such as programs, databases, systems and multi-media content.

Year 3

Computer Science

- Plan and write algorithms and programs using sequence and repetition and further develop their computational thinking strategies to solve problems and errors in their algorithms and programs.
- Have knowledge and experience of using a range of different inputs and outputs.
- Describe some of components of a computer network and some of the ways in which computer networks can be used.

Languages

Use a variety of grammatical structures

Develop an awareness of the place of the adjective in the sentence.

Develop an awareness of adjectival agreements.

Year 3

Listening

Listen attentively and understand instructions.

Recognise and respond to sound patterns and words.

Listen and respond to simple rhymes, stories and songs.

Speaking

Ask and answer questions on several topics

Speaking

Perform simple communicative tasks using single words, phrases and short sentences.

Writing

Experiment with writing simple words and phrases.

Design Technology/ Cooking & Nutrition

The children will design a healthy balanced plate of food and then cook and eat it.

- Understand and apply the principles of a healthy and varied diet.
- Make healthy eating choices.
- **Strengthening Structures—Year 3**
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Geography

Human and physical similarities.

- Use geographical language to identify and explain some aspects of human and physical features and patterns.
- Describe how features and places change and the links between people and environments.

PE— Non contact

The online resource that teaches cool moves from dance, martial arts and yoga all jam-packed with cool music, foundation fitness moves and fun games.'

- **Swimming to be confirmed**

Music

Creating and composing

- Experiment with creating and copying musical patterns.
- Begin to explore the sounds of their voices and various musical instruments recognising the difference between singing and speaking and wood, metal, skin (drum) and 'shaker' sounds.

Collaborative Learning

Science—The children will design their healthy plates in pairs, assemble the food independently and get evaluate their choices. Children will eat the food and evaluate the success of the plate.