

# Y4 Curriculum News – Autumn 1 2023

'Working together to achieve success'

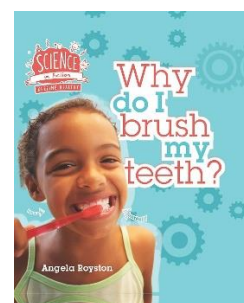
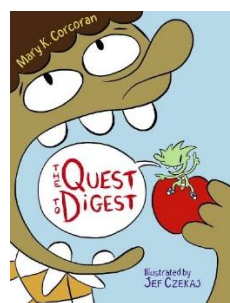
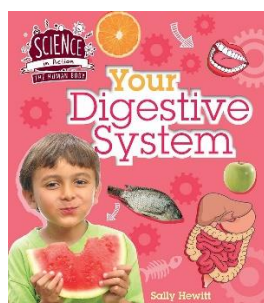
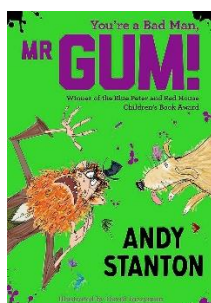


Our topic this half-term is called: '**How can I keep myself healthy?**' with PSHEC and Science leading with lots of cross-curricular links to English, Design & Technology, Art and PE.



As **writers**, we will be planning and writing, using different types of sentences including complex sentences with subordinate clauses, to write an information text all about teeth and the digestive system. We will also be using fronted adverbials to write biographies of famous people. We will be researching and writing our own biographies about the famous basketball player, Michael Jordan.

As **readers**, we will be learning to scan for key words including names, dates and numbers and will be using retrieval skills (Rocket Retriever) to find information to answer questions about the texts we read. We will also be developing our decoding strategies (Dark Decoder) to find out the meanings of new words, so that we can use them in our own writing.



As **mathematicians**, we will be developing our understanding of numbers up to at least 10,000. We will read, write, partition and represent numbers in different ways. We will solve number and practical problems that involve rounding ordering and comparing numbers including decimals. We will add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate. We will finish the half term looking at the data represented in graphs and charts and we will develop our skills in calculating length and perimeter.

As **educated citizens**, we will be learning about how to keep ourselves healthy – physically and mentally. Full details can be found at the end of this newsletter. Our whole-school value this half-term is **Kindness**.



As **scientists**, we will be learning all about the digestive system. We will investigate the different organs involved in the process of digestion including studying the different types of teeth and their varied functions.

As **sports people**, we will begin our invasion games unit with a focus on basketball. We will develop our throwing and catching skills, as well as our ability to dribble the ball with control and move into space. We will also be working on our gymnastics skills where children will combine travelling, jumping, rolling and balancing actions to create simple sequences. Children will need to wear **PE kits** every **Monday** and **Thursday**.



As **designers**, we will be designing and making a healthy snack for Michael Jordan. Throughout this process we will be evaluating other products that are already available on the market and using inspiration from a variety of chefs to create our own recipes.

As **computer users**, we will be learning to code using Espresso Coding with Mr Smith every Tuesday afternoon. Children will be introduced to variables to keep a score in different games and to set prices in a till. They will also use loops to do something repeatedly in a program which builds on their Y3 sequence and animation learning. Throughout their learning, children will use logical reasoning to predict outputs and to detect and correct errors in their code (debug).



As **linguists**, we will be learning all about time in French with Mrs Boswell every Tuesday. To start, we will remind ourselves how to count up to 12. Next, we will learn how to say the days of the week and months of the year. We will combine these different aspects when speaking and writing in French.



### **Mental Health**

It's about feeling optimistic, self-confident, connected to other people and having a sense of belonging. We will teach children to recognise and name their emotions and help them to understand that it is normal to feel happy and excited and also anxious or worried. We know that everyone experiences life challenges, so we will make sure they feel comfortable sharing their concerns or worries with trusted adults. Within this topic we will discuss the different stages of life. We will discuss death and grief in an age-appropriate way.

- match feelings to a scale of intensity and identify strong feelings
- name a wide range of feelings and emotions
- explain how feelings and emotions can influence actions and behaviour
- identify ways of coping with feelings in different situations
- explain why it is important to talk about feelings and describe how this can feel
- recognise that help, advice and support about feelings comes from different sources
- understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- Recognise that life is made up of different stages and that death is when life ends
- Describe different situations that may cause someone to grieve
- Identify some different responses someone might have to grief
- Identify activities, actions and sources of support that
- can help a person to manage grief

### **Physical Health and Wellbeing**

We will look at the benefits of being physically active and how this also helps with our mental health. We will talk about why they need to be physically active and participate in physical activities every day. We will also identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally

### **Growing and Changing Bodies and Relationships (Health & Relationships Education)**

We call our Health & Relationships Education (HRE) learning 'Growing and Changing Bodies and Relationships' as this summarises the content better. The topics are taught with sensitivity and are appropriate to the pupil's age and understanding. It also forms part of the statutory National Curriculum for Science.

HRE is essential for the following reasons:

- Plays a vital part in meeting schools' safeguarding requirements. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report'.

Throughout school, we use the accredited Family Planning Association materials to support staff with teaching the key learning in a sensitive and age-appropriate way.

### **My changing body**

- Understand the physical and emotional changes which occur during puberty
- Understand that body changes at puberty are linked to human reproduction
- Know that puberty happens differently for everyone and begins and ends at different times
- Understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- Know how to get information, help and advice about puberty from trusted sources and adults
- Discuss why being different can provoke teasing and know why this is unacceptable

### **Personal safety**

- Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- Recognise and report feelings of being unsafe or feeling bad about any adult
- Ask for advice or help for themselves or others, and to keep trying until they are heard
- Report concerns or abuse, and the vocabulary and confidence needed to do so
- Know where to get advice, for example family, school or other sources
- Understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

### **Respectful relationships**

- Understand what a stereotype is, and how stereotypes can be unfair, negative or destructive

### **Sleep**

Sleep plays a vital role in children achieving their full potential at home and at school. Sleep deprivation can have a huge impact on a child's physical, emotional and mental wellbeing. Over 40% of children will at some point in their childhood have a sleep issue. During our Health and Wellbeing unit we will discuss with children the importance of sleep and strategies to help them sleep.

### **Eating**

Eating a healthy, balanced diet is an important part of maintaining good health, and can help you feel your best. At Moss gate we teach about healthy eating using the 'Eatwell Plate'. This guide shows that to have a healthy, balanced diet, people should try to:

- eat at least 5 portions of a variety of fruit and vegetables every day
- base meals on higher fibre starchy foods like potatoes, bread, rice or pasta
- have some dairy or dairy alternatives (such as soya drinks)
- eat some beans, pulses, fish, eggs, meat and other protein
- choose unsaturated oils and spreads, and eat them in small amounts
- drink plenty of fluids including water, sugar free drinks and limit the intake of sugary and fizzy drinks (at least 6 to 8 glasses a day)

### **Medicines, Bugs and Drugs**

Our Medicines, Bugs and Drugs Education work focuses on equipping children with the knowledge, skills, and confidence to keep safe. We will be using a resource recommended by the PSHE Association – Jed and Ted Explores Medicines, Alcohol, Tobacco and Other Drugs.

### **Smoking and Vaping**

- Know the short- and long-term effects and risks (including behaviour, accidents, assault, criminal involvement) of smoking / vaping
- Understand the law on supply, purchase and use of tobacco including vaping
- Understand that being informed and making good decisions can help you to stay safe around tobacco/e-cigarettes
- Demonstrate strategies to resist or avoid peer influence in age-relevant settings and understand risk prevention strategies in familiar contexts

### **Friendships and Anti bullying**

This theme focuses on developing children's knowledge, understanding and skills in three key social and emotional aspects of learning: empathy, managing feelings (with a focus on anger) and social skills.

- understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- to recognise and explain:
  - what my triggers for anger are
  - how our bodies change when we start to get angry
  - some ways to calm down when I start feeling angry
  - some ways to calm myself down
- tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse
- know I am responsible for the choices I make and the way I behave, even if I am angry
- understand the things I can say or do to make a situation better or worse and know how to seek help
- understand that bullying has a negative and often lasting impact on mental wellbeing
- understand that the witness has an important role in bullying situations and that they can make the situation better or worse by what they do
- problem solve a bullying situation with others and know how to seek help

### **Key Vocabulary:**

**Science:** saliva, healthy, unhealthy, dentist, incisor, molar, canine, digestive system, mouth, tongue, oesophagus, stomach, small intestine, large intestine, faeces

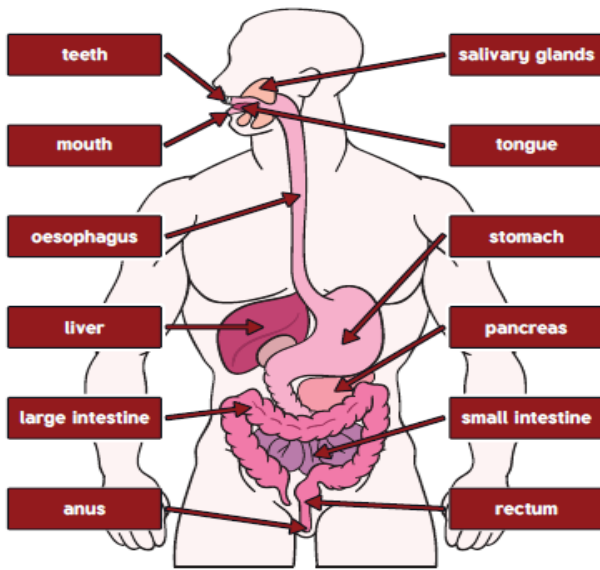
**PSHCE:** triumphant, enthusiastic, eager, irritated, fierce, furious, sorrowful, dismal, dismay, concerned, doubtful, tense, disgraced, hesitant, embarrassment, startled, panicked

**Y4 Spellings:** Appear, Answer, Accident, Actual, Address, Arrive, Believe, Bicycle, Breathe, Breath

**Reading targets** are checked every **Thursday**. Children will be expected to complete at least one reading quiz a week (80+%) to achieve their reading target. Remember, plenty of reading please with an adult, so support can be provided with unfamiliar vocabulary and checking for understanding. You might our reading videos useful which are on our website: <http://www.mossgate.lancs.sch.uk/page/home-reading-homework/26819>

**Homework:** Spellings will to be handed out every Wednesday and tested weekly on a Friday. We will have key times tables to learn weekly, which are personalised based on Times Tables Rocks Stars (TTRS).

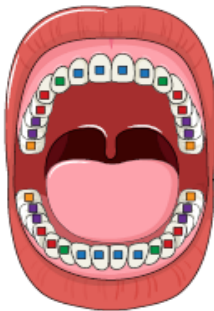
The Digestive System



Digestive Organs and their functions

Organ	Function
mouth	Where food enters the digestive system.
teeth	Tear, rip and chew food.
salivary glands	Produce saliva.
tongue	Moves the food into a bolus and pushes it to the oesophagus.
oesophagus	A muscular tube which uses contractions to move the bolus from mouth to stomach.
stomach	Mix with acid and enzymes to turn food into a paste.
liver	Produces bile to break down fat.
pancreas	Produces enzymes which break down fats, proteins and carbohydrates.
small intestine	Absorbs nutrients from the food.
large intestine	Helps absorb water from the food.
rectum	Holds the stool until you go to the toilet.
anus	Where the stool is released.

Teeth



Key

- incisors
- canines
- pre molars
- molars
- wisdom

Fascinating Facts!

- You have two sets of teeth in your lifetime.
- Adults have 32 teeth whilst children only have 20.
- Our stomach can stretch. An adult's stomach can hold approximately 1.5 litres of food and drink.
- Our oesophagus is approximately 25cm long.
- It takes 7 seconds for food to travel to the stomach once you have swallowed it.
- Scientists believe we have wisdom teeth because our ancestors used to eat a lot of tougher food, such as leaves and nuts, which needed grinding more.

Teeth and their functions

**Incisors** – We have 8 incisors. 4 on the top jaw and 4 on the bottom jaw. They are flat and are sometimes described as a spade shape. These are the teeth we usually use first when eating. They are used for biting and cutting food.



**Canines** – We then use our canines. We have 4 canines. 2 on the top jaw and 2 on the bottom jaw. Our canines are pointy and sometimes referred to as 'fangs'. We use our canines to tear and rip our food.



**Pre-molars** – We have 8 premolars. 4 on the top jaw and 4 on the bottom. They are next to our canines. Our premolars are small and have a flat top. They hold and crush our food.



**Molars** – We have 8 molars. 4 on the top jaw and 4 on the bottom. The molars towards the back of our mouths. They are our largest teeth and have a flat top. They are used to grind out food before we swallow it.



**Wisdom** – When we get older, most of us will grow our wisdom teeth. We have 4 wisdom teeth. Our wisdom teeth are just an extra molar so they help with grinding our food. We don't necessarily have a need for our wisdom teeth nowadays and lots of people have them removed as our mouths aren't big enough to house them!