

## Science

### Where does all that food go?

#### What do we know about food?

Share what we know about food and nutrition and ask questions about what happens to food once it is eaten.

#### Investigate where food goes after we have eaten.

What are the main parts of the digestive system? In what order does food travel through the digestive system?

#### Why do we have different types of teeth and what do they do?

Identify the different types of teeth humans have and understand their functions.

#### Looking after our teeth

Recognise how to look after our teeth and explain its importance. Investigate what happens to teeth left in different liquids.

#### Dentist visit Y4 to discuss teeth and how to look after them.

#### Investigate hidden sugars in food.

Recognise hidden sugars in foods.

#### What do animals eat?

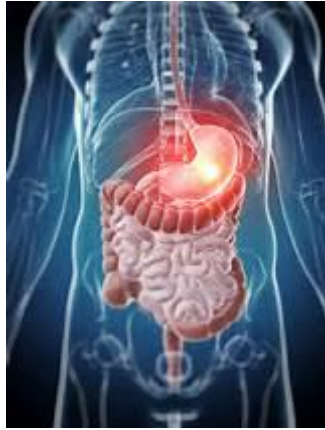
Construct food chains and webs for a particular habitat.

#### What do animals' teeth tell us?

Group and classify animals according to their teeth.

#### Can we make good toothpaste?

Compare different toothpastes.



# Year 4 Ms Andrews Autumn first 2019 Topic Map

## RE

### **Why is Muhammad a messenger of God?**

#### The night of power- background

Share the story and look at Makah on a map. Explain that Muhammad would go onto the mountains just outside Makah. One night when he was alone something extraordinary happened.

## Humanities

### **World War Two**

#### Understand where and why WW2 took place.

Learn about the leaders, key events and dates of the war.

#### Understand when WW2 took place.

Make a time line to locate when WW2 happened.

#### Dulce et Decorum by Wilfred Owen

Read and respond to the best known poem of WW2.

#### Recognise characteristics of the Blitz and what type of area was most likely to be affected.

Locate where bombing raids took place.

#### Find out why rationing was necessary.

Learn about the impact of rationing on the way of life of people living in England during WW2.

#### Campaigns and posters

Why were there campaigns during the war?

Learn about how the war affected peoples everyday lives; the reactions of people, how they suffered during the war, their courage and resilience.

#### Why were children evacuated?

Learn about the effects of air raids and the causes of evacuation.

Describe some likely feelings and experiences of an evacuee.



**Spiritual, Moral, Social and Cultural/  
British Values**

~ Think about different diets across the world. Is it more difficult for some people to access a balanced diet? Why?  
~ Discuss the importance of keeping your digestive system working. Many people need NHS support due to health issues related to the digestive system. What should we be eating to help keep it healthy?  
~ Whose responsibility is it to look after our teeth? How often do the children clean their teeth and for how long? How often do they eat sugary snacks?  
What happens to children in other countries who don't have access to toothbrushes and toothpaste?  
~ Discuss food labelling. Some foods that are marketed as healthy actually contain a lot of hidden sugar. Should this be legal? Do the children know how to access information on food packaging to help them make healthy choices?  
~ Recognise the implications of how different food chains are connected in a food web. What happens when one part of the web is removed? What are the implications?  
~ Discuss brands. Do we always get a better product when we pay more? Remind children of the importance of fair trade, buying goods at a fair price so producers are paid enough.

**English**

**Narrative, 'Fair's Fair,' Leon Garfield**

Week 1

Make deductions about what the story could be about.  
Make deductions about a character in the story. Think of an alternative title.

Week 2

Express personal response to situation in text. Create a story

The Night of Power

Know that Muhammad received messages from God. Understand that Muhammad lived with guidance from God and provided a good example to others. Recognise that Muhammad received many revelations from God and that these form the Quran. The guidance in the Quran helps Muslims live in accordance with God's will.



Muhammad is known as, 'The prophet of God.'

Recognise that although Muhammad received many revelations from God they formed one message. The words of Muhammad were written down exactly and put in a book called the Quran. Muslims believe God is the author of the Quran. Muhammad was God's messenger.

Read and respond to the story of, 'Muhammad and the angry woman.'

The 5 Pillars of Islam – key beliefs of Islam

Shahadah – declaration of faith in Allah

Salah – praying 5 times a day

Zakah – giving in Islam

Understand that the war created many refugees.

Learn how Jewish people were treated during the war.  
Anne Frank's Diary  
Read extracts from Anne Frank's Diary.  
Ask children to imagine they are Anne Frank and write a diary entry.  
Class visit to Nothe Fort - Evacuee experience.

**Spiritual, Moral, Social and Cultural/  
British Values**

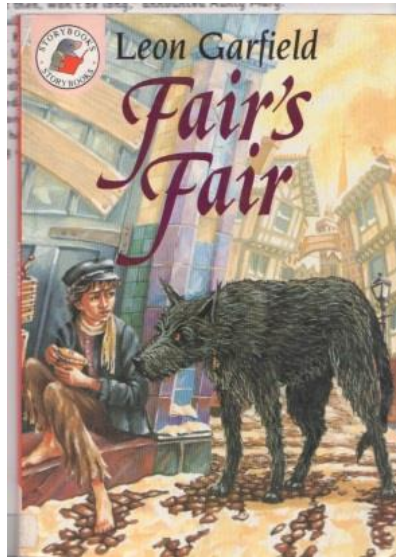
~ Can the children see links between WW2 and the war in Syria today? What can we do to support people in worn torn countries?  
~ Do the children believe war is a good thing? What would the world be like today if we hadn't had WW2? Discuss Remembrance Day and why it is important to remember the people who fought and suffered during WW2. Do the children think we should show our respect?  
~ Think about the suffering of war. Is it ever worth it? How do the children think we could stop wars from happening?  
~ Discuss the way people showed resilience during the Blitz. People worked together to keep spirits up. What techniques could the children suggest to motivate others in times of hardship?  
~ Think about people in England today who are struggling to feed their families. Talk about food banks and donations. Why are they needed? Discuss crisis in Sudan, families are unable to feed themselves. Could we be doing more to stop starvation?

setting using words linked to the past.

Know that a simile is a way of describing one thing by comparing it to something else; often using the words, 'like,' or, 'as.'

### Week 3

Predict what might happen next in the story. Create a character description. Write a report on Victorian street children contrasting the differences between rich and poor.



### Week 4

Plan a story, recording ideas. Draft and write a story opening.

### Week 5

Draft and write by organising paragraphs around a theme. Write the next part of the story.

### Week 6

Edit and improve by proof reading for spelling and punctuation errors. Make predictions about what will happen next.

Draft a conclusion.

### Week 7

Understand moral meaning in the story. Evaluate the effectiveness of writing. Edit and improve by proof reading for spelling and punctuation errors.

Sawn – Ramadan and fasting

Haji – pilgrimage to Mecca

Islamic art

Islamic art focuses on the spiritual representation of objects and beings, not their physical qualities. "Allah is beautiful and he loves beauty."

Mehndi

As part of their celebrations for festivals such as Eid-ul-Fitr and Eid-ul-Adha some Muslim women decorate their hands with henna.



***Spiritual, Moral, Social and Cultural/  
British Values***

~ *What questions do the children ask themselves about the world they live in today?*

~ *Who do the children seek guidance from? Who do they think is inspirational? Do they have role models to follow?*

~ *Do the children believe in and try to live by a set of morals? Where did their morals come from?*

~ *Do stories from the Bible influence the children in their everyday lives? Which books best represent the children's values and beliefs?*

~ *What rules do we live by? Why are they important?*

~ *Think about the relevance of, 'Make do and mend,' in our throwaway society. Could we learn from these suggestions from the past?*

~ *Can the children think of slogans suitable for today to encourage people to recycle and reuse more? Do they see propaganda as a useful or dangerous way to put messages across?*

~ *Why did the Nazis target Jewish people? How do the children feel about people being singled out because of their religious beliefs?*

~ *Can the children see any way of preventing war in the future? Discuss the importance of standing up for what you believe in while also showing tolerance for other people's opinions.*

~ *What happens when other people's beliefs include harming others?*

## **Design Technology**

### **Sandwich Snacks**

Know that food can be divided into different groups. Recognise that sandwiches can form part of a healthy diet.

Shop bought sandwich tasting and evaluating

Understand that there are a variety of sandwiches and people have different preferences.

Recognise that different combinations of ingredients can affect the product.

Bread and spread tasting and



**Spiritual, Moral, Social and Cultural/  
British Values**

~ Consider children across the world who work daily to support their families instead of going to school.

Think about how much we share/ give to people who need help. Could we do more?

~ During WW2 food was rationed and people had to survive on very little. How much food do we waste? Think about the world we live in; do we share things equally/ fairly?

~ Think about Victorian street children; how must it have felt to live outside in extreme hardship? Why did they often die so young?

Would the children tolerate this in today's society? Can they think of similarities in the world today? What can we do to help homeless people?

Is the divide between rich and poor widening?

~ What makes a happy ending? The characters in the story are thoughtful, honest, fair and kind. They show resilience and determination, never losing faith. In the end they are rewarded for their qualities. Who are the children's real life heroes/ heroines? Why?

~ Think carefully about the things that make us happy. It is not usually material belongings that bring true happiness.

~ Geometric patterns are an intrinsic part of Islamic culture. What art symbolises England?



evaluating.

How food changes

How food changes when heat/ cold is applied.

Food preparation techniques.

Plan sandwich snack

Think about how ingredients can affect the taste and texture of a product. Design sandwiches that can form part of a healthy diet.

Recognise that people have different preferences.

Write set of instructions for making sandwich snacks

Develop a clear sequence for making sandwiches. Use appropriate language related to food products.

Make sandwich snacks

Evaluate the success of finished product.

**Spiritual, Moral, Social and Cultural/  
British Values**

~ Think about different diets across the world.

Is it more difficult for some people to access a balanced diet? Why?

~ Discuss the importance of a healthy diet. Many people need NHS support due to health issues related to poor diet choices. ~

What should we be eating to help keep us healthy?



