

## Continuous Provision Opportunities

**CONTINUOUS  
PROVISION**  
THE SKILLS

Continuous Provision is the child's opportunity to independently apply what they have been taught. A range of activities will be provided for children to use for personal interaction and investigation. For example:  
Reading: Looking through the human body with the aide of disgusting digestion books. A range of factual human body books as well as stories linked to the topic.

Research skills/Computing : Coding to understand how computers work and different programs on them. Looking into algorithms

Writing: creating their own adventure story travelling through the body of a giant after being eaten.

Art – sketching authentic and replica resources – looking at tone and colour to create 3d effects.

D.T. : Creating representations for the human digestive system parts, such as teeth, the stomach and the intestines.

## Year 4 –Autumn Term



Engage  
Develop  
Innovate  
Express™  
**Cornerstones**

### **Burps, Bottoms and Bile**

Imaginative Learning Project for Year 4 children.

Open wide- let's take a look inside! We're on a voyage of discovery to investigate the busy world inside your body.

Follow a tasty morsel as it makes its way through your digestive system helped by some mouth-watering saliva.  
Mmmmm!

And don't forget the importance of good hygiene - at both ends!

Learn how to look after this marvellous belching, squelching mixture making machine we call our body.

## Our learning will include:

**English** - Focusing on Roald Dahl and the BFG as a main text source. Children will get the chance to create character descriptions, write their own stories, newspaper reports on giants coming as well as linking to the topic through their own story of what it would be like to be swallowed by a giant (topic link). Children will be focusing upon their vocabulary and use of adverbs, verbs, adjectives and fronted adverbials to give the reader a greater description.

**Maths** (not linked to topic) - **Place value (recognising the place value up to thousands; ordering and rounding numbers; effective mental and written methods of subtraction and addition; estimating and using inverse methods to check answers; solving addition and subtraction two-step problems; measuring and calculate perimeter in cm and m; read Roman Numerals to 100.**

**Science**— The science is looking at the human body, focused around the topic of 'Burps, Bottoms and Bile'. This will include eating food to think about which teeth are used and what their purpose is, experimentation representations of the digestive system showing what happens when.

**RE**— Finding reasons to care through Christian stories. Looking at different Christian stories and discussing how these could be applied to our own lives. Thinking about the morals behind them.

**DT** - Healthy eating will be promoted and the children will find recipes for health alternative to usual snacks. This will include making and evaluating their own snacks

**PE** - 'I can work as a team' is the theme which links well with the topic for **Learning and Life Skills/PSHE** - 'Learning with others'. In PE and Learning and Life Skills, a range of games and activities such as invasion games, team sports, games design and development of social skills will link to the theme for the term.

**Geography** - Geography will be completed as part of continuous provision. Looking at places on world maps as a challenge. This will include activities such as finding countries at certain grid points

**Computing** - Safe Internet use will introduce Computing for the year and research and presentation skills, using a range of Programs, will produce posters, leaflets and presentations which are linked to the topic. Coding will be taught as a 'stand alone' using relevant APPs and software eg Codecombat, Scratch, Espresso Coding.

**MFL—French** - Les nombreux **11-20 Completed as continuous provision (children answer with a number for the register instead of their name so that children hear the numbers 1-30 twice a day. Like and dislikes.**