



Year 4 – Autumn 1 Medium Term Plan
Topic: Land, Sea and Sky



| <u>Jobs for the Term</u> | <u>Key Dates/Events</u> | <u>Further Enrichment</u> |
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| <ul style="list-style-type: none"> ● Trusted adult list ● Behaviour and Attitude ● Sign home-school links books ● Class charter (including 4 Rs and school rules) ● School Council ● House team Captain and Vice-Captain elections ● Subject reps (inform children) ● Topic booklet for parents ● Buddy mentoring (CH and AM to organise) ● Performance management target setting ● Pupil progress meeting ● English, Maths and Standards Scrutiny ● Autumn 1 OTrack assessment ● Autumn 1 classtrack assessment ● Cornerstones baseline assessments | <ul style="list-style-type: none"> ● National Coding Week ● Macmillan Coffee Morning ● Black History Month ● Red, White and Blue Day ● World Mental Health Day ● Harvest Festival ● Waters Edge class trip/video | <ul style="list-style-type: none"> ● Entry point - Trip to Barton Water's Edge (Video) ● Exit point - Digital Flip Book ● Class Story - The Animals of Farthing Wood ● Homework ● PE - Golden Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify |
| <u>English (Reading / Spoken Language)</u> | <u>English (Writing)</u> | <u>English (Grammar and Phonics)</u> |
| <p><u>Focus:</u></p> <p>The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p>TLC: Can I Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks?</p> <p>TLC: Can I read books that are structured in different ways and read for a range of purposes?</p> <p>TLC: Can I be familiar with a wide range of books, and know the difference between fairy tales, myths and legends (retelling some of these orally)?</p> <p>TLC: Can I Identify and discuss themes and conventions in a wide range of books?</p> <p>TLC: Can I recognise different forms of poetry?</p> | <p><u>Focus:</u></p> <p><u>Handwriting</u></p> <p>TLC: Can I understand which letters, when adjacent to one another, are best left unjoined?</p> <p>TLC: Can I increase the legibility, consistency and quality of my handwriting?</p> <p><u>Writing</u></p> <p>Talk4Writing ('Defeating the Enemy Story')</p> <ul style="list-style-type: none"> ● Cold Task – Create a 'Defeating the Enemy' story ● Imitate – The warrior of Bluebell Valley (text) ● Innovate –Defeating the Enemy (alteration) ● Independent -Defeating the Enemy(Assessed piece in tracking) <p>TLC: Can I create a 'Defeating the Enemy' story?</p> | <p><u>Focus:</u></p> <p><u>Grammar</u></p> <p>TLC: Can I identify nouns, adjectives, verbs and adverbs?</p> <p>TLC: Can I use nouns, adjectives, verbs and adverbs?</p> <p>TLC: Can I use 2 pair sentences in my writing?</p> <p>TLC: Can I use 4A sentences in my writing?</p> <p>TLC: Can I identify and use fronted adverbials including commas?</p> <p><u>Spelling</u></p> <p>List coverage:</p> <ul style="list-style-type: none"> ● TLC: Can I spell using words from the Y3/4 statutory word lists? (statutory word list) ● TLC: Can I spell words with the 'u' sound spelt 'ou'? (List 1) |



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TLC: Can I prepare poems and plays to read aloud and to perform?
TLC: Can I show understanding through intonation, tone, volume and action When reading poems and plays?
TLC: Can I Discuss and record words and phrases that capture the reader's interest and imagination?
TLC: Can I check that the text makes sense by discussing my understanding and explaining the meaning of words in context?
TLC: Can I ask questions to improve my understanding?
TLC: Can I infer characters' feelings, thoughts and motives from their actions?
TLC: Can I justify characters' feelings, thoughts and motives with evidence, commenting on what I have read?
TLC: Can I predict what might happen from the details stated and deduced information?
TLC: Can I Identify main ideas and comment on the theme of a text, drawn from more than one paragraph and summarise these?
TLC: Can I Identify how language, organisational features and text type features contribute to meaning?
TLC: Can I retrieve and record information from non-fiction?
TLC: Can I participate in discussion about books that are read to me and those I can read for myself?
TLC: Can I take turns and listen to what others say by making connections between similar texts, using prior knowledge and experience?

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:

TLC: Can I talk and listen confidently in a wide range of contexts.
TLC: Can I ask questions to clarify or develop understanding?
TLC: Can I give an answer and justify it with evidence?

TLC: Can I imitate a 'Defeating the Enemy' story?
TLC: Can I text map a 'Defeating the Enemy' story?
TLC: Can I recall a 'Defeating the Enemy' story?
TLC: Can I plan, write and edit a 'Defeating the Enemy' story? (Innovate)
TLC: Can I plan, write and edit a 'Defeating the Enemy' story? (Independent)

- TLC: Can I spell words with the 'k' sound spelt 'ch'? (List 5)
- TLC: Can I spell words with the 's' sound spelt 'sc'? (List 9)
- TLC: Can I spell words with the 'ay' sound spelt 'ei' 'eigh' or 'ey'? (List 10)
- TLC: Can I use 'tion' or 'sion' to spell words with endings which sound like 'tion'? (List 11)
- TLC: Can I use 'ssion' or 'cian' to spell words with endings which sound like 'tion'? (List 12)
- TLC: Can I add the suffix '-ing' to words of more than one syllable? (List 13)



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TLC: Can I sequence, develop and communicate ideas in an organized, logical way in complete sentences?
 TLC: Can I show an understanding of the main points and significant details in a discussion?
 TLC: Can I show I have listened carefully through making relevant comments?
 TLC: Can I adapt what I say to meet the needs of the audience/listener?
 TLC: Can I choose vocabulary dependent on the audience and purpose?
 TLC: Can I vary the amount of detail dependent on the purpose and audience?
 TLC: Can I show an understanding of how and why language choices vary in different contexts?
 TLC: Can I use some features of Standard English?
 TLC: Can I present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear?
 TLC: Can I perform poems from memory, conveying ideas about characters and situations by adapting expression and tone?
 TLC: Can I understand when the context requires the use of Standard English?

Maths

Focus:

Place Value

Cold Task - Place Value

TLC: Can I identify and represent numbers up to 1000?
 TLC: Can I recap the place value of a three digit number?
 TLC: Can I use a number line to identify numbers up to 1000?
 TLC: Can I round any number to the nearest 10 and 100?
 TLC: Can I count forwards and backwards in 1000's?
 TLC: Can I represent numbers up to 10,000?

Focus:

Addition and Subtraction

Cold Task - Addition and Subtraction

TLC: Can I understand the concept of adding and subtracting numbers?
 TLC: Can I add two 3-digit numbers ? (no exchanging)
 TLC: Can I add two 4-digit numbers ? (no exchanging)
 TLC: Can I add two 3-digit numbers ? (exchanging once)
 TLC: Can I add two 4-digit numbers ? (exchanging once)

Focus:

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Arithmetic practise

Weekly:

- Times tables carousel lesson
- Arithmetic test



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| <p>TLC: Can I understand how to partition a number up to 1000? TLC: Can I use a number line to identify numbers up to 10,000? TLC: Can I find 1, 10 and 100 more and less? TLC: Can I find 1000 more and 1000 less? TLC: Can I compare 4 digit numbers? TLC: Can I order 4 digit numbers? TLC: Can I round to the nearest 1000? TLC: Can I count in multiples of 25? TLC: Can I understand where negative numbers are on a number line? TLC: Can I count backwards through zero? TLC: Can I read Roman numerals up to 100? TLC: Can I understand how the number system changed overtime? Hot Task - Place Value</p> | <p>TLC: Can I add two 4-digit numbers ? (exchanging more than once) TLC: Can I subtract two 3-digit numbers ? (no exchanging) TLC: Can I subtract two 4-digit numbers ? (no exchanging) TLC: Can I subtract two 3-digit numbers ? (exchanging once) TLC: Can I subtract two 4-digit numbers ? (exchanging once) TLC: Can I subtract two 4-digit numbers ? (exchanging more than once) TLC: Can I find the most efficient method of subtracting? TLC: Can I estimate answers? TLC: Can I check my answers using different strategies?</p> | <ul style="list-style-type: none"> • Times Tables grids/written questions test • Rapid recall boards/fact family <p>Problem of the Week</p> |
| Art | Computing | Design and Technology, Cooking and Nutrition, Enterprise including STEM |
| <p>Focus:</p> <p><u>Digital Media</u> TLC: Can I evaluate artwork by Faith Ringgold? (2.3) TLC: Can I use digital tools to capture image, video and sound? (linked to Computing and DT) TLC: Can I use digital tools to create image, video and sound? (linked to Computing and DT) TLC; Can I use software to present digital images, videos and sounds influenced by Faith Ringgold? TLC: Can I evaluate my digital flip book? (4.3)</p> | <p>Focus:</p> <p><u>Online Safety (4.2)</u> TLC: Can I identify the risks and benefits of being online? TLC: Can I understand how to stay safe online? TLC: Can I recognise that my wellbeing can be affected by how I use technology?</p> <p><u>Animation (4.6)</u> TLC: Can I understand what animation is? TLC: Can I understand how to add frames to an animation? TLC: Can I create and use onion skinning? TLC: Can I create a digital flip book using online tools? TLC: Can I share my digital flip book to my class blog?</p> | <p>Focus:</p> <p><u>STEM</u> TLC: Can I research flipbooks to develop a design criteria? TLC: Can I design a digital flip book using annotated sketches? (R4.1) (linked to art and D.) TLC: Can I evaluate my ideas against my design criteria? (see computing)</p> |



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| French (Languages) | Geography | History |
|---|--|---|
| <p>Focus:</p> <p><u>Presenting Myself</u> TLC: Can I understand and use set phrases to talk about myself? TLC: Can I understand and use set phrases to ask for simple information? TLC: Can I understand, count and use numbers 1-20 in and out of sequence? TLC: Can I say whether I am French or English? TLC: Can I change the pronunciation to show if I am a girl or boy? TLC: Can I write simple sentences about myself?</p> | <p>Focus:</p> <p><u>Rivers</u> Physical: TLC: Can I understand the formation of rivers? TLC: Can I understand how rivers change from mouth to source?</p> <p>Human: TLC: Can I locate Lincolnshire and Scunthorpe on a map? TLC: Can I locate the Humber Estuary on a local map?</p> <p>Mapwork:</p> <ul style="list-style-type: none"> • Use maps on a global and UK scale - Locating the local area (River Humber) and Egypt (River Nile) • Use maps to identify settlements and the reasons for the location of settlements - River Humber and River Nile • Use maps to identify rivers and link to prior KS1 learning about seas and oceans - River Humber and River Nile <p>Fieldwork:</p> <ul style="list-style-type: none"> • Visit Waters Edge • Sketch the River Humber | <p>Focus:</p> <p><u>Black History - Martin Luther King Jr.</u> TLC: Can I understand the importance of Martin Luther King Jr. in Black History? TLC: Can I create a timeline based on significant events in Black History?</p> |
| Music | Physical Education | Personal, Social and Health Education |
| <p>Focus</p> <p><u>Composer of the Month</u> TLC: Can I explain how Mozart's music is different from contemporary music and why?</p> <p><u>Recorder (Music provider)</u></p> | <p>Focus:</p> <p><u>Athletics</u> TLC: Can I show an awareness of speed and stamina when running? TLC: Can I maintain efficiency, speed and coordination when racing? TLC: Can I develop power when combining throwing techniques and skills in Javelin?</p> | <p>Focus:</p> <p><u>Being Me in My World (4.1)</u> a) PSHE b) Social and Emotional Development Learning</p> <p>Jigsaw Piece 1:</p> |



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TLC: Can I develop power, control and consistency when performing long jump?
TLC: Can I perform skills competitively during a competition?

- a) TLC: Can I explain how my attitude and actions will make a difference to the class?
- b) TLC: Can I understand how to complete my Jigsaw Journal?
- c) TLC: Can I identify how to make people feel good and welcomed
- d) TLC: Can I take on a role in a group and contribute to the overall outcome?

Jigsaw Piece 2:

- a) TLC: Can I understand who is in my school community and the roles we all play?
- b) TLC: Can I take on a role in a group and contribute to the overall outcome?

Jigsaw Piece 3:

- a) TLC: Can I understand how democracy works through the school council?
- b) TLC: Can I contribute to the whole school charter?

Jigsaw Piece 4:

- a) TLC: Can I understand how my actions may affect myself and others?
- b) TLC: Can I understand the effects of rewards and consequences?

Jigsaw Piece 5:

- a) TLC: Can I understand how groups come together to make decisions?
- b) TLC: Can I understand how taking on a role in a group can contribute to the outcome?

Jigsaw Piece 6:

- a) TLC: Can I understand how having a voice benefits the school community?
- b) TLC: Can I understand how our school will benefit from a class charter?

Religious Education

Science including STEM

Focus:

Focus:



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4.1 Belief in the Community

TLC: Can I identify communities and explore their rituals?
TLC: Can I explore religious rituals to show belonging? (Christianity)
TLC: Can I explore religious rituals to show belonging? (Islam)
TLC: Can I explore religious rituals to show belonging? (Sikhism)
TLC: Can I explore religious rituals to show identity and belonging? (Christianity)
TLC: Can I explore religious rituals to show identity and belonging? (Islam)
TLC: Can I explore religious rituals to show identity and belonging? (Sikhism)
TLC: Can I compare the rites of passage?
TLC: Can I explore promises that are- made during marriage?

Living Things and Their Habitats

TLC: Can I name and identify a variety of living things in their local and wider environment?
TLC: Can I recognise that changes in environments can pose dangers to living things?
(See DT) TLC: Can I report findings from enquiries? (presentation from results) (WS)
TLC: Can I gather and record data to group living things? (Carrol and Venn) (WS)
TLC: Can I explore classification keys?
TLC: Can I use classification keys to group living things in a variety of ways?
TLC: Can I classify data in a variety of ways to help answer questions?(WS)