



Year 4 – Autumn 2 Medium Term Plan
Topic: Food, Glorious, Food



| <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"> ● Curriculum booklet for parents ● Target sheets home ● Parents’ meetings ● English, Maths, Science and Inclusion Scrutinies ● Headteacher’s assembly ● Autumn 2 OTrack assessment ● Autumn 2 classtrack assessment ● EAL and PP Tracking to be completed | <ul style="list-style-type: none"> ● Bonfire Night ● Parliament Week ● Remembrance Day/Chelsea Pensioner Visit ● Children in Need ● Anti-bullying week ● Road Safety Week ● Church Visit ● Christmas Jumper Day | <ul style="list-style-type: none"> ● Entry point -Food Tasting ● Exit point - Pizza sales/Enterprise ● Class Story - George's Marvellous Medicine ● Homework ● PE - Go Noodle/Yoga, BBC Supermovers ● Science - Explorify |
| <u>English (Reading / Spoken Language)</u> | <u>English (Writing)</u> | <u>English (Grammar and Phonics)</u> |
| <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>TLC: Can I prepare poems and plays to read aloud and to perform?</p> <p>TLC: Can I show understanding through intonation, tone, volume and action When reading poems and plays?</p> <p>TLC: Can I Discuss and record words and phrases that capture the reader’s interest and imagination?</p> <p>TLC: Can I check that the text makes sense by discussing my understanding and explaining the meaning of words in</p> | <p>Focus:</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 (Non-Chronological Report)</p> <ul style="list-style-type: none"> ● Cold Task – Create a Non-Chronological Report ● Imitate –Non-Chronological Report ● Innovate –Non-Chronological Report ● Independent -Non-Chronological Report (Assessed piece in tracking) <p>TLC: Can I create a ‘Non-Chronological Report?’ (cold task)</p> <p>TLC: Can I imitate a story ? (water cycle)</p> <p>TLC: Can I text map a story ? (water cycle)</p> <p>TLC: Can I recall a story ? (water cycle)</p> <p>TLC: Can I plan, write and edit a Non-Chronological Report? (Innovate) (water cycle)</p> | <p>Focus:</p> <p><u>Grammar</u></p> <p>TLC: Can I use coordinating conjunctions in my writing? (BOYS Sentences)</p> <p>TLC: Can I use a dictionary to find the meanings of words?</p> <p>TLC: Can I use standard English?</p> <p>TLC: Can I use preposition openers?</p> <p>TLC: Can I spell words with further prefixes and suffixes and understand how to add them to root words e.g. ation, ous, ion, ian?</p> <p>TLC: Can I understand and use paragraphs?</p> <p>TLC: Can I use sub-headings?</p> <p><u>Spelling</u></p> <p>List coverage:</p> <ul style="list-style-type: none"> ● TLC: Can I spell words with split digraphs (-long vowel sounds?) ● TLC: Can I spell words including double consonants? ● TLC: Can I spell words with -sion endings? ● TLC: Can I spell words with -tion endings? ● TLC: Can I spell words with -ssion endings? |



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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 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 plan, write and edit a Non-Chronological Report story? (Independent) (rivers)

Persuasive Writing (Enterprise linked)

TLC: Can I understand persuasive techniques?
TLC: Can I plan and write a persuasive script?
TLC: Can I create a persuasive advert?

- TLC: Can I spell words using the -ation suffix?
- TLC: Can I spell words using the -cian endings?



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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:
Measurement: length and Perimeter

Cold Task -

TLC: Can I find equivalent lengths? (m and cm)
 TLC: Can I find equivalent lengths? (mm and cm)
 TLC: Can I convert between metres and kilometres ?
 TLC: Can I add and subtract different lengths?
 TLC: Can I find the perimeter of a shape on a grid?
 TLC: Can I find the perimeter of a rectangle?
 TLC: Can I find the perimeter of rectilinear shapes?

Hot Task -

Focus:
Multiplication and division

Cold Task -

TLC: Can I multiply by 10 and 100?
 TLC: Can I divide by 10 and 100?
 TLC: Can I multiply by 1 and 0?
 TLC: Can I divide by 1 and itself?
 TLC: Can I multiply and divide by 3?
 TLC: Can I recall the 3 times table?
 TLC: Can I multiply and divide by 6?
 TLC: Can I recall the 6 times table?
 TLC: Can I multiply and divide by 9?
 TLC: Can I recall the 9 times table?
 TLC: Can I multiply and divide by 7?
 TLC: Can I recall the 7 times table?

Hot Task -

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Problem of the Day
- Arithmetic practise

Weekly:

- Times tables carousel lesson
- Arithmetic test
- Times Tables grids/written questions test
- Rapid recall boards/fact family



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| <u>Art</u> | <u>Computing</u> | <u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u> |
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| <p>Focus: <u>Painting</u> TLC: Can I evaluate the artwork of Georges Seurat? TLC: Can I produce controlled textures and patterns using a paintbrush? TLC: Can I make effects using water and water colour paint? TLC: Can I produce washes for backgrounds and create clear detail? TLC: Can I make tones by mixing and adding grey to primary colours? TLC: Can I experiment creating moods with colours? TLC: Can I plan and design a painting inspired by Georges Seurat? TLC: Can I create a painting inspired by Georges Seurat? TLC: Can I evaluate a painting in the style of Georges Seurat?</p> | <p>Focus: <u>Logo (4.5)</u> TLC: Can I read programs that contain several steps and predict the outcomes with increasing accuracy? <u>Spreadsheets (4.3)</u> TLC: Can I work collaboratively to create content and solutions?</p> | <p>Focus: <u>Cooking and Nutrition (Enterprise)</u> TLC: Can I understand the principles of a healthy and varied diet? TLC: Can I define and self assess against the key enterprise skills? TLC: Can I create a business plan and allocate roles in my group? TLC: Can I research savoury dishes? TLC: Can I develop a design criteria for my product? TLC: Can I carry out market research using a tally chart? TLC: Can I understand the costings of my product? TLC: Can I discuss, sketch and annotate my savoury product? TLC: Can I prepare and cook a savoury dish using a range of techniques ? TLC: Can I evaluate my enterprise product? <u>STEM</u> TLC: Can I understand the digestive system?</p> |
| <u>French (Languages)</u> | <u>Geography</u> | <u>History</u> |
| <p>Focus: Family TLC: Can I understand the noun for family members? TLC: Can I discuss male and female members of my family? TLC: Can I ask questions about other people's families? TLC: Can I say how old my family members are? TLC: Can I use possessives to describe my family?</p> | <p>Focus: <u>Rivers</u> Physical: TLC: Can I understand the process of the Water Cycle? TLC: Can I understand the role of rivers in the water Cycle? TLC: Can I identify and locate different rivers from around the world?</p> | <p>Focus: Guy Fawkes TLC: Can I identify the events leading up to the arrest of Guy Fawkes? Focus: Remembrance day</p> |



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| <p>TLC: Can I understand the concept of mon, ma and mes in French? TLC: Can I understand the concept of mon, ma and mes in French? TLC: Can I count up to 100? Focus: Christmas TLC: Can I design a Christmas card using French vocabulary?</p> | <p>TLC: Can I compare the physical features of the Amazon River and the River Humber? Human: TLC: Can I identify the importance of the Amazon River in South America? TLC: Can I identify the importance of the River Humber in my local area? TLC: Can I compare the uses of the Amazon River and the River Humber by humans? Mapwork: <ul style="list-style-type: none"> • Use maps on a global and UK scale - Locating rivers • Use maps to identify rivers and link to prior KS1 learning about seas and oceans </p> | <p>TLC: Can I understand the significance of Remembrance Day?</p> |
| <u>Music</u> | <u>Physical Education</u> | <u>Personal, Social and Health Education</u> |
| <p>Focus: <u>Stop (Charanga)</u> TLC: Can I explain how the lyrics of a song tell a story? (Stop!; Listen/Appraise) TLC: Can I create lyrics for a rap song with a special message? (Compose) TLC: Can I appraise a Hip Hop song? (Gotta' Be Me; Appraise) TLC: Can I recognise and record a quaver? (Transcribe) TLC: Can I find the pulse and notice its changes while listening to Radetzky Marsch? (Listen) TLC: Can I write and recognise note A on the music stave? (Transcribe) TLC: Can I compose music for the rap lyrics? (Compose; continue from week1) TLC: Can I improvise by adding movements to improve the performance of 'Stop!?' (Improvise)</p> | <p>Focus: <u>Gymnastics</u> TLC: Can I create different balances using points and patches? TLC: Can I create different balances using points and patches on the apparatus? TLC: Can I create different ways to travel high or low throughout a pathway shape on the floor and on apparatus? TLC: Can I perform a jump with a twist or shape and land with good control and balance? TLC: Can I perform a rock with good body control and tension? TLC: Can I safely perform a tuck shape on a variety of different pieces of equipment? TLC: Can I create a sequence using stretching and sinking? TLC: Can I evaluate performances and give feedback?</p> | <p>Focus: <u>Celebrating difference (4.2)</u> a) PSHE b) Social and Emotional Development Learning Jigsaw Piece 1: <ol style="list-style-type: none"> TLC: Can I understand that, sometimes, we make assumptions based on what people look like? TLC: Can I try to accept people for who they are? Jigsaw Piece 2: <ol style="list-style-type: none"> TLC: Can I understand what influences me to make assumptions based on how people look? TLC: Can I question why I think what I do about other people? Jigsaw Piece 3: <ol style="list-style-type: none"> TLC: Can I understand that bullying is hard to spot and I know what to do if it is going on? </p> |



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| <p>TLC: Can I contribute to the performance of Stop! by playing an instrument or improvising? (Perform)</p> <p><u>Composer of the Month</u> <u>November</u> TLC: Can I use Morse code to send a secret message? <u>December</u> TLC: Can I draw my impressions of Tachaikovsky’s music? (Art link)</p> | <p>TLC: Can I understand why Simone Biles is an influential gymnast?</p> | <p>b) TLC: Can I understand how it might feel to be a witness to and a target of bullying?</p> <p>Jigsaw Piece 4: a) TLC: Can I tell you why witnesses sometimes join in with bullying and sometimes don’t tell? b) TLC: Can I problem solve a bullying situation with others?</p> <p>Jigsaw Piece 5: a) TLC: Can I identify what is special about me and value the ways in which I am unique? b) TLC: Can I like and respect the unique features of my physical appearance?</p> <p>Jigsaw Piece 6: a) TLC: Can I tell you a time when my first impression of someone changed once I got to know them? b) TLC: Can I explain why it is good to accept people for who they are?</p> |
| <p>Religious Education</p> | <p>Science including STEM</p> | |
| <p>Focus: <u>Christmas</u> TLC: Can I understand how Christians describe Jesus? TLC: Can I compare the theme of light in Christmas to Hanukkah?</p> | <p>Focus: <u>Animals including humans</u> TLC: Can I Identify different types of human teeth and their functions? TLC: Can I name the basic parts of the digestive system and identify their functions in humans? TLC: Can I identify and understand what producers, predators and prey? (WS) TLC: Can I create and interpret a variety of food chains, identifying producers, prey and predators? (WS)</p> <p><u>States of Matter (Water Cycle)</u></p> | |



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TLC: Can I identify the parts played by evaporation and condensation in the water cycle?

STEM

TLC: Can I understand how food travels from the mouth to the stomach (digestion tights)(WS)