



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>
<ul style="list-style-type: none"> ● Trusted adult list ● "This is me" wellbeing questionnaire ● Sign home-school links books ● Class charter (including 4 Rs and school rules) ● School Council elections ● House team Captain and Vice-Captain elections ● Subject reps (inform children) ● Autumn 1 Curriculum booklet for parents ● Buddy mentoring ● Performance management target setting ● New action plans ● Autumn term provision map ● Standards scrutiny ● Autumn 1 assessment week 	<ul style="list-style-type: none"> ● Macmillan Coffee Morning ● Black History Month ● School Photograph Day ● World Mental Health Day ● Harvest Festival ● Waters Edge class trip 	<ul style="list-style-type: none"> ● Entry point - Trip to Barton Waters' Edge ● Exit point - Digital Flip Book ● Class Story - The Animals of Farthing Wood ● Homework ● PE - Daily 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><u>Guided reading and English (poetry)</u> TLC: Can I recognise different forms of poetry? 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?</p> <p><u>Guided reading</u> TLC: Can I Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks?</p>	<p><u>Focus:</u></p> <p><u>Handwriting</u> TLC: Can I understand which letters, when adjacent to one another, are best left unjoined? TLC: Can I increase the legibility, consistency and quality of my handwriting?</p> <p><u>Writing</u> Talk4Writing (Adventure poems)</p> <ul style="list-style-type: none"> ● Cold Task – Create an adventure poem ● Imitate – An adventure poem ● Innovate –An adventure poem ● Independent -An Adventure poem (Assessed piece in tracking) <p>TLC: Can I create an adventure poem?</p>	<p><u>Focus:</u></p> <p><u>Grammar</u> TLC: Can I identify nouns, adjectives, verbs and adverbs? TLC: Can I use nouns and adjectives in my writing TLC: Can I use verbs and adverbs in my writing? TLC: Can I use a dictionary to check a spelling? TLC: Can I identify and use prefixes? TLC: Can I identify and use suffixes?</p> <p><u>Spelling</u> List coverage: TLC: Can I spell words using the suffixes: -ed, -ing, -er, -est? (List 1) TLC: Can I spell words using suffixes -ness, -ment, -ful, -less? (List 2)</p>



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TLC: Can I read books that are structured in different ways and read for a range of purposes?
TLC: Can I ask questions to improve my understanding?
TLC: Can I infer characters' feelings, thoughts and motives from their actions?
TLC: Can I predict what might happen from the details stated and deduced information?
TLC: Can I retrieve and record information from non-fiction?

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 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 imitate an 'adventure poem'?
TLC: Can I text map an 'adventure poem'?
TLC: Can I recall an 'adventure poem'?
TLC: Can I plan, write and edit an 'adventure poem'? (innovate)
TLC: Can I plan, write and edit an 'adventure poem'? (Independent)

TLC: Can I spell words where the 'l' sound is spelt 'y' elsewhere than at the end of words? (List 3)
TLC: Can I spell words where the 'u' sound is spelt 'ou'? (List 4)
TLC: Can I spell words where the 'ai' sound spelt 'ei', 'eigh' or 'ey' (List 5)
TLC: Can I spell words using an apostrophe for missing letters? (List 6)
TLC: Can I spell words with split digraphs -long vowel sounds? (List 7)



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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?
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?

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)
TLC: Can I add two 4-digit numbers ? (exchanging)
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)
TLC: Can I subtract two 4-digit numbers ? (exchanging)
TLC: Can I find the most efficient method of subtracting?
TLC: Can I estimate answers?
TLC: Can I check my answers using different strategies?

Hot Task - Addition and subtraction

Focus:

Times tables

TLC: Can I recall my 3 and 6 times tables?
TLC: Can I recall my 4 and 8 times tables?

Focus:

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Arithmetic practise

Weekly:

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

STEM

See DT



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<p>Hot Task - Place Value</p>		
<p><u>Art</u></p>	<p><u>Computing</u></p>	<p><u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u></p>
<p><u>Focus:</u> <u>Painting</u> TLC: Can I evaluate the artwork of Henri Rousseau? 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 Henri Rousseau? TLC: Can I create a painting inspired by Henri Rousseau? TLC: Can I evaluate a painting in the style of Henri Rousseau?</p>	<p><u>Focus:</u> <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? TLC: Can I demonstrate how to use online services safely? TLC: Do I understand I have a right to privacy both on and offline? - discussion TLC: Do I understand how to report concerns with content and contact online? <u>Effective Searching (4.7)</u> TLC: Can I understand the purpose of a search engine and the features within it? TLC: Can I locate the information I need on the search results page? TLC: Can I identify whether a source is reliable or not?</p>	<p><u>Focus:</u> <u>STEM - Build a bridge to scale (DT and maths focus).</u> TLC: Can I research different types of bridge? (DT) TLC: Can I draw to scale a plan of my bridge? (DT and Maths) TLC: Can I build a to scale bride? (DT) TLC: Can I evaluate the structure of my bridge and make improvements? (DT)</p>
<p><u>French (Languages)</u></p>	<p><u>Geography</u></p>	<p><u>History</u></p>
<p><u>Focus:</u> <u>Core Vocabulary</u> TLC: Can I understand and pronounce phonics sounds/phonemes? (CH, OU, ON, OI) TLC: Can I understand and pronounce phonics sounds/phonemes? (I, IN, IQUE, ILLE) TLC: Can I understand and pronounce phonics sound/phonemes? (E, È, EAU, EUX)</p>	<p><u>Focus:</u> <u>Waters Edge Field Trip</u> TLC: Can I make observations and notes? (the Humber bridge and the Humber Estuary) TLC: Can I make simple calculations whilst in the field? TLC: Can I identify and record human and physical features? TLC: Can I sketch a basic map? <u>Rivers</u> <u>Physical:</u></p>	<p><u>Focus:</u> <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>



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<p>TLC: Can I understand and pronounce phonics sound/phonemes? (QU, GNE, Ç, EN, AN)</p> <p><u>Habitats - Intermediate Language teaching</u></p> <p>TLC: Can I identify the essential elements that all plants and animals need to survive?</p> <p>TLC: Can I identify some of the key habitats in our world?</p> <p>TLC: Can I identify which plants grow in specific habitats?</p> <p>TLC: Can I identify which animals live in specific habitats and look at some of their adaptations?</p> <p>TLC: Can I identify which animal and which plant lives in a particular habitat ? (consolidation)</p>	<p>TLC: Can I identify and understand how rivers are formed?</p> <p>TLC: Can I understand how rivers change from mouth to source?</p> <p>Human:</p> <p>TLC: Can I locate Lincolnshire and Scunthorpe on a map?</p> <p>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 	
Music	Physical Education	Personal, Social and Health Education
<p>Focus</p> <p><u>Composer of the Month</u></p> <p>TLC: Can I explain why Adolphe has a special place among the classical composers?</p> <p><u>Lean on Me</u></p> <p>TLC: Can I identify a structure in Lean On Me? (Listen/Appraise) (1)</p> <p>TLC: Can I appraise a Soul style song? (Appraise)(2)</p> <p>TLC: Can I create and record a rhythm using crotchets and minims? (Transcribe)(2)</p>	<p>Focus:</p> <p><u>Dance</u></p> <p>TLC: Can I create actions to represent different characters?</p> <p>TLC: Can I show an awareness of the music’s rhythm and phrasing when improvising?</p> <p>TLC: Can I create new motifs in a chosen dance style? (Salsa/Flamenco)</p> <p>TLC: Can I use cannon and patterning when performing a short dance routine?</p> <p>TLC: Can I work as part of a group to perform a whole class routine?</p> <p>TLC: Can I evaluate a performance and give feedback?</p>	<p>Focus:</p> <p><u>Being Me in My World (4.1)</u></p> <p>a) PSHE</p> <p>b) Social and Emotional Development Learning</p> <p>Jigsaw Piece 1:</p> <p>a) TLC: Can I explain how my attitude and actions will make a difference to the class?</p> <p>b) TLC: Can I identify how to make people feel good and welcomed?</p> <p>Jigsaw Piece 2:</p>



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TLC: Can I find the pulse and notice its changes while listening to a Gospel style song? (Listen) (3)
 TLC: Can I write and recognise note C on the music staff? (Top and bottom C; Transcribe) (3)
 TLC: Can I include a riff in an improvisation? (Improvise) (4)
 TLC: Can I compose using F, G and A notes? (compose) (5)
 TLC: Can I contribute to the performance of Lean On Me by singing, playing an instrument or improvising? (Perform)(6)

- 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:

Hinduism - Living (community)
 TLC: Can I recap the key Hindu beliefs? (Y3 U1)

Focus:

Living Things and Their Habitats



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TLC: Can I show knowledge of the importance of worship at the Mandir and relate these practices to dharma?
TLC: Can I explain the importance of worship at home and the importance of puja and the arti to Hindus?
TLC: Can I show knowledge of the significance of Diwali to Hindus and relate these to the story of Rama and Sita? (Y3 U1 L4)
TLC: Can I show knowledge of the festival raksha bandhan and the key practices associated with it?

TLC: Can I name and identify a variety of living things in my local environment?
TLC: Can I name and identify a variety of living things in their wider environment?
TLC: Can I group a variety of living things based on their characteristics?
TLC: Can I gather, record and present data to group living things? (Carroll)(WS)
TLC: Can I gather, record and present data to group living things? (Venn) (WS)
TLC: Can I explore classification keys?
TLC: Can I use classification keys to group living things in a variety of ways?(WS)
TLC: Can I classify data in a variety of ways to help answer questions?(WS)
TLC: Can I report findings from enquiries? (WS)(oral)
TLC: Can I classify data in a variety of ways to help answer questions?(WS)
TLC: Can I identify changes in the environment and how they affect living things?
TLC: Can I understand the effects of climate change in the local and wider environment?