



**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>
<ul style="list-style-type: none"> <li>● Curriculum booklet for parents</li> <li>● Parents’ meetings</li> <li>● English, Maths, Science and Inclusion Scrutinies</li> <li>● Headteacher’s nominations</li> <li>● Autumn 2 OTrack assessment</li> <li>● Autumn 2 classtrack assessment</li> <li>● EAL and PP Tracking to be completed</li> </ul>	<ul style="list-style-type: none"> <li>● Bonfire Night</li> <li>● Parliament Week</li> <li>● Remembrance Day</li> <li>● Children in Need</li> <li>● Anti-bullying week</li> <li>● Road Safety Week</li> <li>● Church Visit</li> <li>● Christmas Jumper Day</li> </ul>	<ul style="list-style-type: none"> <li>● Entry point - STEM (Digestive tights)</li> <li>● Exit point - Enterprise Day (parents/governors)</li> <li>● Class Story - George’s Marvellous Medicine</li> <li>● Homework</li> <li>● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers</li> <li>● Science - Explorify</li> </ul>
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Grammar and Phonics)</u>
<p><b>Focus:</b></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</u></p> <p>TLC: Can I Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks?  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)?  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 Identify and discuss themes and conventions in a wide range of books?  TLC: Can I check that the text makes sense by discussing my understanding and explaining the meaning of words in context?</p>	<p><b>Spoken Language skills embedded across all subjects</b></p> <ul style="list-style-type: none"> <li>● Kagan strategies</li> <li>● Echo Reading</li> <li>● Deeper questioning</li> <li>● Guided Reading</li> <li>● 80:20 rule</li> <li>● Debate</li> <li>● French - Presenting myself</li> <li>● Persuasive advert</li> </ul> <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:</p> <p>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?</p>	<p><b>Focus:</b></p> <p><u>Grammar</u></p> <p>TLC: Can I create 2 pair sentences?  Can I identify and use fronted adverbials?  TLC: Can I extend sentences using conjunctions?  Coordinating s3 and subordinating s4)  TLC: Can I create expanded noun phrases? (SS 3)  TLC: Can I use fronted adverbials including commas? (SS 6 &amp; 9, 11)  TLC: Can I use and punctuate direct speech? (SS 9)</p> <p><u>Spelling</u></p> <p>List coverage:  TLC: Can I spell words using the dis- prefix? (List 7)  TLC: Can I spell words using the mis- prefix? (List 8)  TLC: Can I spell words using the re- prefix? (List 9)  TLC: Can I spell words using the super- prefix? (List 10)  TLC: Can I spell words using the anti- and sub- prefixes? (List 11)  TLC: Can I spell words using the auto- and inter- prefixes? (List 12)  TLC: Can I add -ly to an adjective to form an adverb? (List 13)</p>



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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 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?

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 choose vocabulary dependent on the audience and purpose?  
TLC: Can I present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear?

Handwriting

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?

**English (Writing)**

**Focus:**

Writing

Narrative - Mystery - The Whale - picture book

Composition (Planning and Composition)

TLC: Can I discuss writing to learn from its structure, vocabulary and grammar? (features)  
TLC: Can I discuss and record my ideas before writing? (planning stage)  
TLC: Can I gain knowledge and understanding to enhance my writing (ED 1)  
TLC: Can I explore a central character and story plot? (ED 2)  
TLC: Can I discuss writing to learn from its structure, vocabulary and grammar?  
TLC: Can I compose and rehearse sentences orally? (SS session 3,4,6-9,11-13)  
TLC: Can I compose and write sentences including varied and rich vocabulary? (4,8,11,12,13)  
TLC: Can I discuss and record my ideas before writing? (SS session 3,4,6-9,11-13)

Composition (Editing) (to be completed during the independent writing)

TLC: Can evaluate the effectiveness of my own writing, making improvements?  
TLC: Can I edit my writing by changing grammar and vocabulary for consistency?  
TLC: Can I proof-read for spelling errors?  
TLC: Can I proof-read for punctuation errors?

Performance (Reading as a Writer)

TLC: Can read aloud my own writing to a group/class using expression?

Persuasive Writing (Enterprise linked)

TLC: Can I understand persuasive techniques?  
TLC: Can I plan and record a persuasive advert?



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TLC: Can I compose and write a range of sentence structures? (SS session 3,4,7,8,12,13)  
TLC: Can I create a clear structure for a narrative? (SS session 3,4,6-9,11-13)

Independent Writing

TLC: Can I retell a mystery story from a different viewpoint?

Maths

Focus:

Measurement: Length and Perimeter

**Cold Task** - Measurement: Length and Perimeter

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** - Measurement: Length and Perimeter

Focus:

Multiplication and Division

**Cold Task** - Multiplication and Division

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?

**Cold Task** - Multiplication and Division

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 Families/Problem of the Week



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<u>Art</u>	<u>Computing</u>	<u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u>
<p><b>Focus:</b></p> <p><u>Digital Media</u> 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 images, video and sound? (linked to Computing and DT) TLC; Can I use software to present digital images, videos and sounds? TLC: Can I evaluate my digital flip book?</p> <p>Can I evaluate work by Nik Ainley?</p>	<p><b>Focus:</b></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><u>Spreadsheets (4.3)</u> TLC: Can I work collaboratively to create content and solutions?</p>	<p><b>Focus:</b></p> <p><u>Cooking and Nutrition (Enterprise)</u></p> <p>TLC: Can I understand the principles of a healthy and varied diet? TLC: Can I research savoury dishes and the ingredients used? (seasonality, where the products come from) TLC: Can I create a business plan to make and sell a savoury product? (including costs of ingredients and profit) TLC: Can I carry out market research and record the data? TLC: Can I plan my savoury product? TLC: Can I prepare and cook a savoury dish by weighing ingredients, kneading and grating ? TLC: Can I evaluate my savoury product?</p>
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p><b>Focus:</b></p> <p><u>Presenting Myself</u> TLC: Can I ask and answer questions on how I am? (L1) TLC: Can I learn how to say my name and ask somebody theirs in French? (L2) TLC: Can I ask someone how old they are in French? (L3) TLC: Can I ask someone where they live in French and tell someone my nationality? (L4/5) TLC: Can I revise and consolidate all of the language I have learnt about presenting myself? (L6)</p>	<p><b>Focus:</b></p> <p><u>Rivers (Oddizzi)</u></p> <p><u>Physical:</u> TLC: Can I describe how rivers are used around the world? (L2) TLC: Can I identify key characteristics of one of the world’s longest river? (Nile) (L4) TLC: Can I describe and compare the physical features of the River Nile and the River Humber? (Local study link)</p> <p><u>Human:</u></p>	<p><b>Focus:</b></p> <p><u>Guy Fawkes</u> TLC: Can I identify the events leading up to the arrest of Guy Fawkes?</p> <p><u>Remembrance day</u> TLC: Can I understand the significance of Remembrance Day?</p>



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TLC: Can I recognise and explain how flooding affects communities? (L5)  
TLC: Can I recognise and explain how human activity affects rivers? (L6)

Mapwork:  
TLC: Can I identify and locate different rivers on a local, national and global scale?

**Music**

**Physical Education**

**Personal, Social and Health Education**

**Focus**

Composer of the Term  
Pyotr Ilyich Tchaikovsky

TLC: Can I draw my impressions of Tchaikovsky's music?  
(Art link)

Stop! (Charanga)

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 March? (Listen)  
TLC: Can I compose music for the rap lyrics? (Compose; continue from week1)  
TLC: Can I contribute to the performance of Stop! by singing, playing an instrument or improvising? (Perform)

**Focus:**

Gymnastics

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?

Paralympics

The following objectives will be taught throughout the unit as they all underpin each lesson:

TLC: Can I recognise that everyone is different?  
TLC: Can I demonstrate respect and fair play?

**Focus:**

Celebrating difference (4.2)

a) PSHE  
b) Social and Emotional Development Learning

**Jigsaw Piece 1:**

- a) TLC: Can I understand that, sometimes, we make assumptions based on what people look like?
- b) TLC: Can I try to accept people for who they are?

**Jigsaw Piece 2:**

- a) TLC: Can I understand what influences me to make assumptions based on how people look?
- b) TLC: Can I question why I think what I do about other people?

**Jigsaw Piece 3:**

- a) TLC: Can I understand that bullying is hard to spot and I know what to do if it is going on?
- b) TLC: Can I understand how it might feel to be a witness to and a target of bullying?

**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?



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TLC: Can I highlight positive impacts through the achievement of others?  
 TLC: Can I gain respect for differing sporting abilities and strategies?  
 TLC: Can I understand determination and what it looks like?  
 TLC: Can I understand discrimination and the effects it has on people?  
 TLC: Can I recognise physical and mental barriers to achieving goals and how these can be overcome?

**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?  
**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?

**Religious Education**

**Science including STEM**

**Focus:**  
Islam- Living  
 TLC: Can I recap the practices in Islam including the five pillars? (Y3 unit 2)  
 TLC: Can I show knowledge of what a Mosque/Madrassa is and how they are used by Muslims?  
 TLC: Can I recap the Muslim pilgrimage Hajj and compare it to Umrah?  
 TLC: Can I understand the importance of the festival Eid ul-Adha and compare it to Christian and Jewish stories of sacrifice?  
 TLC: Can I show knowledge about why and how Muslims celebrate Eid ul-Fitr?  
 TLC: Can I compare fasting practices between different religions?

**Focus:**  
Animals including humans  
 TLC: Can I Identify different types of human teeth and their functions?  
 TLC: Can I ask questions (WS)  
 TLC: Can I name and describe the basic parts of the digestive system?  
 TLC: Can I identify and understand what are producers, predators and prey?  
 TLC: Can I create and interpret a variety of food chains, identifying producers, prey and predators?  
  
STEM  
 TLC: Can I understand how food travels from the mouth to the stomach (digestion tights)  
 TLC: Can I set up simple practical enquiries? (ws)  
 TLC: Can I make observations? (ws)