



Year 4 – Autumn 1 Medium Term Plan
Topic: High Voltage!



<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 questionnaire ● 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) ● Curriculum parent overview ● 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 	<ul style="list-style-type: none"> ● Roald Dahl Day ● Macmillan Coffee Morning ● Black History Month ● National Poetry Day ● Harvest Festival 	<ul style="list-style-type: none"> ● Entry point - Teacher-led Electricity Workshop (Experience Days JC unit) ● Exit point - Sharing Work ● Class Story - 'The Wizards of Once' by Cressida Cowell ● Homework ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify
<u>English (Reading)</u>	<u>English (Spoken Language)</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><i>*(/) coverage additionally met in JC unit</i></p> <p>TLC: Can I listen to and discuss a wide range of fiction? TLC: Can I listen to and discuss a wide range of non-fiction? (JC Unit) TLC: Can I read books that are structured in different ways? (JC Unit - Find the shape 1 and 2) TLC: Can I read for a range of purposes? TLC: Can I choose books for specific purposes?</p>	<p><u>Spoken Language skills embedded across all subjects</u></p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Guided Reading ● Imitate ● 80:20 rule ● Cross-curricular opportunities <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?</p>	<p><u>Focus:</u></p> <p><u>Grammar</u></p> <p>TLC: Can I use adverbs and adverbial phrases at the start of a sentence? (Stand alone session and JC Unit - SS1, SS2, SS4, SS5, SS6, SS7) TLC: Can I use fronted adverbials followed by commas? (Stand alone session and JC Unit - SS1, SS2, SS4, SS5, SS6, SS7) TLC: Can I use and punctuate direct speech using inverted commas and other punctuation? (end punctuation within inverted commas) (JC Unit - SS2, SS4)</p> <p><u>Spelling</u></p> <p>List coverage: TLC: Can I spell words with endings sounding like shur? (List 1)</p>



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TLC: Can I discuss and record words and phrases that capture the reader’s interest and imagination? (JC Unit)
 TLC: Can I check that the text makes sense to me by discussing my understanding?
 TLC: Can I ask relevant questions about a text?
 TLC: Can I draw inferences on characters' feelings and thoughts from their actions?
 TLC: Can I justify inferences with evidence from the text?
 TLC: Can I predict what might happen from details stated?
 TLC: Can I identify the main idea and theme from a paragraph?
 TLC: Can I identify how language contributes to meaning? (JC Unit)
 TLC: Can I identify how organisational features contribute to meaning? (JC Unit)
 TLC: Can I retrieve information from non-fiction? (JC Unit)
 TLC: Can I participate in discussions about both books?

TLC: Can I ask questions to clarify my understanding?
 TLC: Can I give an answer and justify it with evidence?
 TLC: Can I show that I have listened carefully by making relevant comments?
 TLC: Can I present writing to an audience, using appropriate volume?

TLC: Can I spell words with endings sounding like chur? (List 2)
 TLC: Can I spell words with the sh sound spelt ch? (List 3)
 TLC: Can I spell words ending with the k sound spelt –que? (List 4)
 TLC: Can I spell words with endings which sound like shun? (List 5)
 TLC: Can I spell words on the Y4 statutory word list? (List 6 - Y2 revisit: tion/ness/s/es endings/suffixes)

English (Writing)

Focus: Biography - Nikola Tesla

Handwriting

TLC: Can I use the diagonal and horizontal strokes that are needed to join letters?
 TLC: Can I understand which letters, when adjacent to one another, are best left unjoined?

Additional composition/grammar/spelling taught through JC Unit (including recap of Stage 1/2/3 content and writing structures):

- Adjectives (SS1, SS3, SS7)
- Personification (SS1)
- Repetition (SS1, SS5, SS6)
- Metaphor (SS1, SS2, SS7)
- Synonyms (SS1)

Composition (Planning and Composition)

TLC: Can I discuss writing to learn from its structure, vocabulary and grammar? (Reading and all SS sessions)
 TLC: Can I discuss and record ideas before writing? (All SS sessions and experience days)
 TLC: Can I compose and rehearse sentences orally? (All SS sessions)
 TLC: Can I compose and write sentences including varied and rich vocabulary? (All SS sessions)
 TLC: Can I compose and write a range of sentence structures? (All SS sessions)
 TLC: Can I organise paragraphs around a theme? (All SS sessions)
 TLC: Can I use simple organisational devices? (All SS sessions)

Composition (Editing)

TLC: Can I proof-read for spelling errors?
 TLC: Can I proof-read for punctuation errors?
 TLC: Can I assess the effectiveness of my writing?
 TLC: Can I use the first two or three letters of a word to check its spelling in a dictionary?

Performance (Reading as a Writer)

TLC: Can read aloud my own writing to a group, controlling my volume?



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- Title (SS1)
- Subheading (SS2, SS3, SS4, SS5, SS6, SS7)
- Verbs (SS2, SS3, SS5, SS7)
- Nouns (SS2)
- Alliteration (SS3)
- Subordinating conjunction (SS3)
- Feeling (SS4)
- Simile (SS5)

TLC: Can I write effective sentences for a biography? (All SS sessions)

Independent Writing

TLC: Can I discuss and record my ideas before writing? (Planning)

TLC: Can I write a biography about Martin Luther King Jr? (Tracking)

Maths - including STEM

Focus:

Place Value

Cold Task - Place Value

- TLC: Can I understand thousands?
 TLC: Can I build and identify the value of 4 digit numbers?
 TLC: Can I represent numbers to 1000?
 TLC: Can I partition numbers to 1000?
 TLC: Can I use a number line to 1000?
 TLC: Can I understand thousands?
 TLC: Can I represent numbers to 10,000?
 TLC: Can I partition numbers to 10,000?
 TLC: Can I find 1, 10, 100 or 1000 more or less?
 TLC: Can I use number lines to 10,000?
 TLC: Can I estimate on a number line to 10,000?
 TLC: Can I compare numbers to 10,000?
 TLC: Can I order numbers to 10,000?
 TLC: Can I understand roman numerals?
 TLC: Can I round to the nearest 10?
 TLC: Can I round to the nearest 100?
 TLC: Can I round to the nearest 1000?
 TLC: Can I round to the nearest 10, 100 and 1000?

Hot Task - Place Value

Focus:

Addition and Subtraction

- TLC: Can I add and subtract 1s, 10s, 100s and 1000s?
 TLC: Can I add 2 four digit numbers (no exchange)?
 TLC: Can I add 2 four digit numbers (one exchange)?
 TLC: Can I add 2 four digit numbers (more than one exchange)?
 TLC: Can I subtract 2 four digit numbers (no exchange)?
 TLC: Can I subtract 2 four digit numbers (one exchange)?
 TLC: Can I subtract 2 four digit numbers (more than one exchange)?
 TLC: Can I use efficient subtraction?
 TLC: Can I estimate answers?
 TLC: Can I use checking strategies?

Times Tables

Revisit and master Y2/Y3 times tables (1x, 2x, 3x, 4x, 5x, 8x, 10x)

Focus:

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Arithmetic practise

Weekly:

- Times tables carousel lesson
- Times Tables grids/written questions test
- Rapid recall boards/fact family/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>Focus: <u>Printing</u> TLC: Can I evaluate relief prints created by the Ancient Egyptians? TLC: Can I use polystyrene and printing ink to create relief prints?</p>	<p>Focus: <u>4.2 Online Safety</u> TLC: Can I understand how to respond if asked for personal information? TLC: Can I understand how to respond if I feel unsafe about the content of a message? TLC: Can I recognise that information on the internet may not be accurate or reliable? TLC: Can I be cautious when using an internet search for images? TLC: Can I understand what to do if I find an unsuitable image? TLC: Can I understand how to report an incident of cyber bullying?</p> <p><u>4.7 Effective Searching</u> TLC: Can I collect information? TLC: Can I recognise that information on the internet may not be accurate or reliable? (revisit) TLC: Can I be cautious when using an internet search for images? (revisit) TLC: Can I understand what to do if I find an unsuitable image? (revisit)</p>	<p>Focus: <u>Electrical Systems</u> TLC: Can I use research to develop design criteria for my nightlight? TLC: Can I identify a target audience for my nightlight? TLC: Can I design a nightlight? TLC: Can I suggest improvements for designs and make changes to my own? *See STEM TLC* TLC: Can I evaluate my nightlight?</p> <p><u>STEM - Nightlight</u> TLC: Can I make a product which uses a simple circuit involving switches and bulbs?</p>
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p>Focus: Phonetics and pronunciation lesson 2 TLC: Can I understand and use phonemes: I, IN, IQUE and ILLE?</p>	<p>Focus: N/A</p>	<p>Focus: <u>Black History Month (Martin Luther King Jr.)</u> TLC: Can I understand what the USA was like before the Civil Rights Movement?</p>



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<p>Focus: Presenting myself TLC: Can I understand and use set phrases to talk about myself and ask others for simple information in return? TLC: Can I understand numbers 1-20, count and use them out of sequence. TLC: Can I say whether I am French or English and show awareness that the pronunciation changes if I am a girl or boy?</p>		<p>TLC: Can I create a timeline of Martin Luther King Jr.'s life and actions? TLC: Can I identify the impact of Martin Luther King Jr.'s actions on the USA today? TLC: Can I write a biography about Martin Luther King Jr.? (Tracking)</p>
Music	Physical Education	Personal, Social and Health Education
<p>Focus <u>How Does Music Bring Us Together?</u> Cold Task - Quiz TLC: Can I use musical vocabulary to talk about orchestral pop style? TLC: Can I sing Hoedown with attention to clear diction? TLC: Can I analyse musical dimensions of a soul song? TLC: Can I understand the role Martin Luther King played in fighting for human rights? TLC: Can I compose a six-bar melody with a theme Living In The Country? Hot Task - Unit Assessment <u>Composer of the Half Term (Joseph Bologne)</u> TLC: Can I listen to and appraise Bologne's 'Symphony No. 1 in G major – Allegro (1st mvt)'?</p>	<p>Focus: <u>Dance (Pirates)</u> TLC: Can I complete a short sequence in role of a character? TLC: Can I complete a dance sequence using appropriate actions? TLC: Can I create my own dance sequence using appropriate actions? TLC: Can I complete dance movements to a count of 4 or 8? TLC: Can I perform a short sequence using different body shapes and movements? <u>Cross-Country</u> TLC: Can I build stamina to run at distance? Revisit skills from Y3 in the weekly second sessions of PE.</p>	<p>Focus: <u>Being Me in My World (4.1)</u> a) PSHE b) Social and Emotional Development Learning Jigsaw Piece 1: a) TLC: Can I explain how my attitude and actions will make a difference to the class? b) TLC: Can I identify how to make people feel good and welcomed? 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:</p>



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		<p>a) TLC: Can I understand how groups come together to make decisions?</p> <p>b) TLC: Can I understand how taking on a role in a group can contribute to the outcome?</p> <p>Jigsaw Piece 6:</p> <p>a) TLC: Can I understand how having a voice benefits the school community?</p> <p>b) TLC: Can I understand how our school will benefit from a class charter?</p>
<u>Religious Education</u>	<u>Science including STEM</u>	
<p><u>Focus:</u> <u>Community: Hinduism (Living) - How do people express their religion and beliefs?</u></p> <p>TLC: Can I explore the importance of worship at the Mandir and relate these practices to dharma?</p> <p>TLC: Can I explain the importance of worship at home and the importance of puja and the arti to Hindus?</p> <p>TLC: Can I identify the importance of Diwali to Hindus and relate these to the story of Rama and Sita? (Y3 U1 L4)</p> <p>TLC: Can I explain the festival Raksha Bandhan and the key practices associated with it?</p>	<p><u>Focus:</u> <u>Electricity</u></p> <p>TLC: Can I identify appliances that run on electricity?</p> <p>TLC: Can I classify data in a variety of ways to help in answering questions. (WS)</p> <p>TLC: Can I present data in a variety of ways to help in answering questions. (WS)</p> <p>TLC: Can I identify and name the parts of a series circuit?</p> <p>TLC: Can I make systematic and careful observations. (WS)</p> <p>TLC: Can I construct a simple series circuit?</p> <p>TLC: Can I identify if a lamp will light in a simple series circuit?</p> <p>TLC: Can I identify the function of a switch in a circuit?</p> <p>TLC: Can I record findings using drawings? (WS)</p> <p>TLC: Can I use results to suggest improvements? (WS) (constructing circuits)</p> <p>TLC: Can I use results to raise further questions? (WS)</p> <p>TLC: Can I recognise some common conductors and insulators and associate metals with being good conductors?</p> <p><u>STEM - Lemon Battery</u></p> <p>TLC: Can I light a lamp using fruit?</p>	



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Sound

TLC: Can I recognise how vibrations from sounds travel to the ear?

TLC: I can record findings using labelled diagrams?(WS)

TLC: Can I identify how sounds are made?

TLC: Can I make links (find patterns) between the pitch of a sound and the object that made it?

TLC: Can I find links (find patterns) between the volume of a sound and the vibrations that produced it?

TLC: Can I record data to help answer question (WS - data loggers)

TLC: Can I recognise that sounds get fainter as the distance between the sound source increases?

TLC: Can I make careful observations? (WS)