



Year 4 – Autumn 2 Medium Term Plan
Topic: Chocolate



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Curriculum parent guide ● Parents’ meetings ● English, Maths, Science and Inclusion Scrutinies ● Headteacher’s nominations ● Autumn OTrack assessment ● Autumn classtrack assessment ● EAL and PP overview to be completed 	<ul style="list-style-type: none"> ● Bonfire Night (Guy Fawkes) ● Parliament Week (British Values) ● Remembrance Day ● Anti-Bullying Week ● Children in Need ● Road Safety Week ● Church Visit ● Christmas Sing Along ● Christmas Jumper Day ● Christmas 	<ul style="list-style-type: none"> ● Entry point - Film (Charlie and the Chocolate Factory) ● Exit point - Digital Sharing Sites ● Class Story - George’s Marvellous Medicine ● 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>Focus: 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>*coverage additionally met in JC unit</p> <p>TLC: Can I listen to and discuss a wide range of fiction?*</p> <p>TLC: Can I read books that are structured in different ways?*</p> <p>TLC: Can I read for a range of purposes?</p> <p>TLC: Can I choose books for specific purposes?</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 to me by discussing my understanding?*</p> <p>TLC: Can I check that the text makes sense to me by explaining the meaning of words in context?*</p> <p>TLC: Can I ask relevant questions about a text?*</p> <p>TLC: Can I draw inferences on characters' feelings and thoughts from their actions?*</p> <p>TLC: Can I justify inferences with evidence from the text?*</p>	<p>Spoken Language skills embedded across all subjects</p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Guided Reading ● Imitate ● 80:20 rule ● Guided Reading ● Experience days <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>TLC: Can I ask questions to clarify my understanding?</p> <p>TLC: Can I give an answer and justify it with evidence?</p> <p>TLC: Can I show that I have listened carefully by making relevant comments?</p>	<p>Focus: <u>Grammar</u> TLC: Can I use pronouns to avoid repetition? (Stand alone session) TLC: Can I use apostrophes for possession? (Stand alone session) TLC: Can I punctuate direct speech? (Stand alone session and JC Unit - SS2, SS4) TLC: Can I use expanded noun phrases? (JC Unit - SS2) TLC: Can I use conjunctions? (Stand alone session and JC Unit - SS2, SS5) TLC: Can I use a fronted adverbial? (JC Unit - SS4)</p> <p><u>Spelling</u> List coverage: TLC: Can I spell words in the Y3/4 statutory word list? (Lists 8-13) TLC: Can I use the prefix in-? (List 14)</p>



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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?*

TLC: Can I participate in discussions about books?*

TLC: Can I show understanding of the main points and significant details in a discussion?

TLC: Can I vary the use and choice of vocabulary dependent on the audience?

TLC: Can I vary the amount of detail dependent on the audience?

TLC: Can I use some features of Standard English?

TLC: Can I present writing to an audience, using appropriate volume?

English (Writing)

Focus: Narrative (Adventure) - Charlie and the Chocolate Factory

Handwriting (Nelson units 5-18)

TLC: Can I use diagonal and horizontal strokes to join letters?

TLC: Can I understand which letters are break letters?

TLC: Can I increase the legibility and consistency of my handwriting?

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

- Adjectives (SS1, SS3, SS5, SS7)
- Adverbs (SS1, SS3, SS5)
- Alliteration (SS6)
- Complex sentence (SS4)
- Imagery (SS6)
- Noun phrase (SS7)
- Onomatopoeia (SS3)
- Repetition (SS1)
- Short sentence (SS2, SS7)
- Simile (SS1, SS4)
- Taste (SS6)

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 ideas before writing? (All SS sessions)

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 understand the purpose of paragraphs? (All SS sessions)

TLC: Can I create a clear structure for settings, characters and plot? (All SS sessions)

TLC: Can I write effective sentences for an adventure story? (All SS sessions)

Independent Writing

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

TLC: Can I create a clear structure for settings, characters and plot?

TLC: Can I continue an adventure story?

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 propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences?

TLC: Can I suggest improvements to others?

Performance (Reading as a Writer)

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



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Maths - including STEM

<p>Focus: <u>Measurement (Area)</u> TLC: Can I understand area? TLC: Can I find area by counting squares? TLC: Can I make shapes? TLC: Can I compare area? Hot Task - Measurement (Area)</p>	<p>Focus: <u>Multiplication</u> TLC: Can I find multiples of 3? TLC: Can I multiply and divide by 6? TLC: Can I use 6 times tables and division facts? TLC: Can I multiply and divide by 9? TLC: Can I use 9 times tables and division facts? TLC: Can I use the 3, 6 and 9 times tables? TLC: Can I multiply and divide by 7? TLC: Can I use 7 times tables and division facts? TLC: Can I use 11 times tables and division facts? TLC: Can I use 12 times tables and division facts? TLC: Can I multiply by 1 and 0? TLC: Can I divide a number by 1 and itself? TLC: Can I multiply three numbers? Hot Task - Multiplication</p>	<p>Focus: <u>Additional Maths Teaching</u> Daily: <ul style="list-style-type: none"> Counting Learn Its Arithmetic practise Weekly: <ul style="list-style-type: none"> Times tables carousel lesson Arithmetic test Times Tables grids/written questions test Rapid recall boards/fact family Problem of the Week </p>
<u>Art</u>	<u>Computing</u>	<u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u>
<p>Focus: <u>Drawing</u> TLC: Can I evaluate shading techniques? TLC: Can I begin to control pressure and movements from the top of the pencil? TLC: Can I carefully select hand/wrist placement and pressure to produce a desired effect? TLC: Can I use pencils of different hardness and shading techniques to show line, tone, light, shadow and texture? TLC: Can I use drawing techniques to design a woolly hat for Charlie?</p>	<p>Focus: <u>4.1 - Coding</u> TLC: Can I create a simple computer program? TLC: Can I begin to understand selection in computer programming and how and IF statement works? TLC: I can understand how to use coordinates in computer programming? TLC: I can understand the repeat until command, selection and how an IF/ELSE statement works? TLC: I can understand what a variable is in programming? TLC: Can I create a playable game?</p>	<p>Focus: <u>Cooking and Nutrition</u> TLC: Can I understand the importance of a varied diet? TLC: Can I identify where different food comes from? TLC: Can design a savoury treat? TLC: Can I make a savoury treat? (knead, grate and sift) TLC: Can I evaluate my savoury treat?</p>



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French (Languages)	Geography	History
<p>Focus: <u>La Famille</u> TLC: Can I use nouns for family members? TLC: Can I use the possessive adjective 'my'? TLC: Can I talk about siblings? TLC: Can I introduce my family? TLC: Can I say how old my family members are?</p>	<p>Focus: N/A</p>	<p>Focus: <u>Guy Fawkes</u> TLC: Can I identify the events leading up to the arrest of Guy Fawkes? <u>Remembrance Day</u> TLC: Can I write from the perspective of a soldier? (free-choice writing e.g. letter, poem, diary entry using Sainsbury's Christmas Truce advert as stimulus)</p>
Music	Physical Education	Personal, Social and Health Education
<p>Focus: <u>Charanga: How Does Music Connect Us To Our Past?</u> TLC: Can I use musical vocabulary to talk about futurepop style? TLC: Can I improvise with a song Looking In The Mirror using at least 4 notes? TLC: Can I accurately play my instrument following the score? (Take Time In Life) TLC: Can I compose a melody to go with the RnB theme? TLC: Can I explain what the folk songs teach us about the past? (Scarborough Fair) <u>Composer of the Half Term</u> TLC: Can I listen to music composed by Pyotr Ilyich Tchaikovsky and respond through art?</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? <u>Paralympics</u> TLC: Can I recognise that everyone is different? TLC: Can I demonstrate respect and fair play? TLC: Can I highlight positive impacts through the achievement of others?</p>	<p>Focus: <u>Celebrating Differences (4.2)</u> 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?</p>



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	<p>TLC: Can I gain respect for differing sporting abilities and strategies?</p> <p>TLC: Can I understand determination and what it looks like?</p> <p>TLC: Can I understand discrimination and the effects it has on people?</p> <p>TLC: Can I recognise physical and mental barriers to achieving goals and how these can be overcome?</p>	<p>b) TLC: Can I problem solve a bullying situation with others?</p> <p>Jigsaw Piece 5:</p> <p>a) TLC: Can I identify what is special about me and value the ways in which I am unique?</p> <p>b) TLC: Can I like and respect the unique features of my physical appearance?</p> <p>Jigsaw Piece 6:</p> <p>a) TLC: Can I tell you a time when my first impression of someone changed once I got to know them?</p> <p>b) TLC: Can I explain why it is good to accept people for who they are?</p>
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Religious Education	Science including STEM	
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<p>Focus: <u>Islam</u></p> <p>TLC: Can I explore what a mosque is and how they are used by Muslims?</p> <p>TLC: Can I research the Muslim pilgrimage Hajj and compare it to Umrah?</p> <p>TLC: Can I understand the importance of the festival Eid ul-Adha and compare it to Christian and Jewish stories of sacrifice?</p> <p>TLC: Can I explore why and how Muslims celebrate Eid ul-Fitr?</p> <p>TLC: Can I compare fasting practices between different religions?</p>	<p>Focus: <u>States of Matter</u></p> <p>TLC: Can I understand the differences between solids, liquids and gases?</p> <p>TLC: Can I group and compare solids, liquids and gases?</p> <p>TLC: Can I observe that some materials change state when heated or cooled?</p> <p>TLC: Can I use different scientific enquiries? (ws)</p> <p>TLC: Can I set up simple practical enquiries? (WS)</p> <p>TLC: Can I research and measure at what temperature different materials change state? (investigation)</p> <p>TLC: Can I set up simple comparative tests? (WS)</p> <p>TLC: Can I set up simple fair tests?(WS)</p> <p>TLC: Can I take measurements using equipment?(WS)</p> <p>TLC: Can I record findings using scientific language?(WS)</p> <p>TLC: Can I record findings using labelled diagrams?(WS)</p> <p>TLC: Can I report on findings from enquiries?(WS)</p> <p>TLC: Can I use results to make conclusions?(WS)</p> <p>TLC: Can I use results to make predictions?(WS)</p> <p>TLC: Can I report on findings using writing explanations, displays or presentations?(WS)</p>	
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	TLC: Can I record findings using bar charts? (WS) - to record the temperatures of the chocolate?)	
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