



Year 4
Autumn Term Medium Term Plan



<u>Key Dates/Events</u>	<u>Maths</u>	
• No Limits Festival • National Poetry Day • UK Parliament Week • Guy Fawkes Night • Macmillan Coffee Morning • Black History Month • Remembrance Day • Anti Bullying Week • World Children's Day • Fairtrade Fortnight • Road safety Week • Pupil Voice Week • International Day of Democracy • Harvest Festival • Christmas	<u>Focus Autumn 1:</u> <u>Place Value, Addition and Subtraction</u> Week 1 To represent numbers to 1,000 To partition numbers to 1,000 To use a number line to 1,000 Week 2 To recognise thousands To represent numbers to 10,000 To partition numbers to 10,000 (<i>including to partition in different ways</i>) Week 3 To find 1, 10, 100, 1,000 more or less To use a number line to 10,000 To estimate on a number line to 10,000 Week 4 To compare numbers to 10,000 To order numbers to 10,000 To read and write Roman numerals Week 5 To round to the nearest 10 To round to the nearest 100 To round to the nearest 1,000 Week 6 To add 1s, 10s, 100s and 1,000s To add two 4-digit numbers (<i>including adding without exchange, with 1 exchange or more than 1 exchange</i>) Week 7	<u>Focus Autumn 2:</u> <u>Measurement, Multiplication and Division</u> Week 1 To know what area is To calculate area by counting squares Week 2 To make shapes To compare areas Week 3 To count in multiples of 3 To multiply and divide by 6 To recall the 6 times table number facts Week 4 To multiply and divide by 9 To recall the 9 times table number facts To recognise the relationship between the 3,6 and 9 times table Week 5 To multiply and divide by 7 To recall the 7 times table number facts Week 6 To recall the 11 times table number facts To recall the 12 times table number facts Week 7 To multiply by 1 and 0 To divide a number by 1 and itself To multiply three numbers Week 8 - consolidation, assessment and times table practice



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To subtract 1s, 10s, 100s and 1,000s
To subtract using 4 digit numbers (*including subtracting without exchange, with 1 exchange or more than 1 exchange*)

English (Spoken Language)

English (Reading)

English (Phonics and Spelling)

Opportunities to develop spoken language across the curriculum:

- Specific subject vocabulary explicitly taught
- Challenge, Build, Accept discussions and teacher questioning
- Paired and group work

Focus Autumn 1:

LO: To use dictionaries to check the meaning of words that they have read
LO: To use a thesaurus to find synonyms
LO: To confidently skim and scan texts to record details
LO: To discuss words and phrases that capture the reader's interest and imagination
LO: To use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.
LO: To identify main ideas drawn from more than one paragraph.
LO: To infer characters' feelings, thoughts and motives from their actions.
LO: To justify predictions using evidence from the text.

Focus Autumn 2:

Revisit using more challenging texts

LO: To use dictionaries to check the meaning of words that they have read
LO: To use a thesaurus to find synonyms
LO: To confidently skim and scan texts to record details
LO: To discuss words and phrases that capture the reader's interest and imagination
LO: To use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.

Planning and sequence from Spelling shed

Spelling Autumn 1

Step 1: Words that are homophones
Step 2: Words with the prefix 'in-' meaning 'not'
Step 3: Words with the prefixes 'il-', 'im-' and 'ir-'
Step 4: Words with the prefix 'sub-' meaning 'below' or further divided
Step 5: Words with the prefix 'inter-' meaning 'between or among'
Step 6: Challenge words

Spelling Autumn 2

Step 7: Words ending in '-ation'
Step 8: Words ending in '-ation'
Step 9: Words ending '-ly'
Step 10: Words ending '-lly'
Step 11: Words where 'ch' makes a /sh/ sound
Step 12: Challenge words



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LO: To identify main ideas drawn from more than one paragraph.
LO: To infer characters' feelings, thoughts and motives from their actions.
LO: To justify predictions using evidence from the text.

English (Writing)

Handwriting Autumn 1

Unit 1: Practising joining from the letter e eat, eac, ead
Unit 2: Practising joining to and from the letter s ask, asp, ast
Unit 3: Practising writing letters at the correct size and height ried, ries, rief
Unit 4: Practising writing double letters tt, ll, rr, ee

Handwriting Autumn 2

Unit 5: Practising consistency in spacing sce, sca, sci
Unit 6: Practising using a diagonal join un, unn, inn, imm
Unit 7: Practising the horizontal join rep, rem, rea, reo
Unit 8: More practice joining to the letter y ly, ily, ity, ify
Unit 9: Practising speedwriting speedily, quickly, swiftly, briskly
Unit 10: Practising the size and height of letters ous, ious, eous

Grammar and Composition Autumn 1

Focus: The Plague Village

L1 LO: To write a playscript
Characterisation, feeling (stage direction), question
L2 LO: To write a playscript
Simile, feeling - question, vocabulary
L3 LO: To write a playscript
Expanded noun phrase feeling, repetition
L4 LO: To write a playscript
Scene setting, imaging, questions
L5 LO: To write a playscript
Scene setting, dialogue, adverb
L6 LO: To write a playscript
Feeling, smelling, action
L7 LO: To write a playscript
Dialogue, characterisation, feeling/action
L8 LO: To write a playscript
Noticing, narrated action, repetition
L9 LO: To write a playscript
Feeling, dialogue, stage direction

Grammar (classroom secrets)

LO: To use a and an
LO: To extend a sentence with more than one clause with a range of conjunctions

Grammar and Composition Autumn 2

Focus: Charlie and the Chocolate Factory

L1 LO: To write an adventure story
Repetition, adverb/simile, feeling/tasting
L2 LO: To write an adventure story
Dialogue, conjunction, short sentences
L3 LO: To write an adventure story
Onomatopoeia, adverbs, adjective
L4 LO: To write an adventure story
Adverbial and simile, dialogue, complex sentence
L5 LO: To write an adventure story
conjunction, relative clause, adjectives/adverb
L6 LO: To write an adventure story
Imagery, taste, alliteration
L7 LO: To write an adventure story
Noun phrases, adjectives, short sentences

Grammar (Classroom secrets)

LO: To use inverted commas to punctuate direct speech
LO: To use the present perfect form of verbs
LO: To choose nouns or pronouns for clarity and cohesion
LO: To use fronted adverbials
LO: To use commas after fronted adverbials



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	LO: To express time, place, and cause using conjunctions LO: To express time, place and cause using adverbs	
<u>Art</u>	<u>Computing</u>	<u>Design and Technology</u>
Focus Autumn: <u>Drawing: Exploring tone, texture and proportion</u> LO: To draw using tone to create a 3D effect. LO: To explore how combining lines and mark making can show texture and tone in drawings. LO: To understand proportion by observing how it is used in artwork. LO: To understand what is an effective composition in art. LO: To apply an understanding of texture, tone and proportion in a drawing.	<u>Autumn 1 - Online Safety</u> L.O. To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy. L.O. To describe some of the methods used to encourage people to buy things online. L.O. To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. L.O. To explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology. <u>Autumn 2 - Computing Systems and Networks</u> L.O. To understand that software can be used to work online collaboratively. L.O. To understand how to create effective presentations. L.O. To understand how to create and share Google Forms. L.O. To understand how to use a shared spreadsheet to explore data. <u>Safe Use</u> <u>Self Image and Identity</u> L.O. To explain how my online identity can be different to my offline identity. L.O. To describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	<u>Focus Autumn 1</u> <u>Torches</u> To learn about electrical items and how they work To analyse and evaluate electrical products To design a product to fit a set of specific user needs To make and evaluate a torch <u>Focus Autumn 2</u> <u>Mechanical Systems: Making a Slingshot Car (Elevator)</u> To build a car chassis To design a shape that reduces air resistance To make a model based on a chosen design To assemble and test my completed product



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L.O. To explain that others online can pretend to be someone else, including my friends, and suggest reasons why they might do this.

French (Languages)

Geography

History

Focus Autumn 1

Portraits - Describing in French (5 lessons)

To begin to understand that adjectives change if they describe a feminine noun.
To understand a simple description of hair and eye colour.
To create simple descriptive sentences.
To understand simple descriptive sentences.
To write descriptive sentences.
Assessment of unit

Focus Autumn 2

Clothes - Getting Dressed in French (5 lessons)

To recognise and use vocabulary relating to clothing.
To apply my understanding of noun and adjective agreement in French.
To understand adjectival position and agreement for gender and number.
To express an opinion.
To describe an outfit using adjectives correctly.
Assessment of unit

Focus Autumn - Why are rainforests important to us?

LO: To describe and give examples of a biome and find the location and some features of the Amazon rainforest.
LO: To describe the characteristics of each layer of a tropical rainforest.
LO: To understand the lives of indigenous peoples living in the Amazon rainforest.
LO: To describe why tropical rainforests are important and understand the threats to the Amazon.
LO: To understand how local woodland is used using a variety of data collection methods.
LO: To analyse and present findings on how local woodland is used.

Better Planet Schools (L3)

What are the problems with fossil fuels?

Focus Autumn 1

Key Question: How have children's lives have changed?

To identify how children's lives have changed using a range of sources.
To investigate why Tudor children worked and what working conditions were like.
To research and record the working conditions of Victorian children using reports and images.
To evaluate Lord Shaftesbury's significance to children's lives.
To explore the changes in children's leisure time using a range of sources.
To investigate the diseases children caught and their treatments in the Tudor and Victorian periods

Black history: Nelson Mandela

To understand what led to the imprisonment of Nelson Mandela

Focus Autumn 2



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		Guy Fawkes To identify the events that led up to the Gunpowder Plot Remembrance Day To understand the significance of purple poppies on Remembrance Day
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education (Jigsaw)</u>
<u>Focus Autumn 1</u> Body and tuned percussion To identify structure and texture in music To use body percussion To create musical rhythms using body percussion To create simple tunes To build and improve a composition <u>Focus Autumn 2</u> Changes in pitch, tempo and dynamics To sing in two parts using expression and dynamics To recognise key elements of music To perform a vocal ostinato To create and perform an ostinato. To improve and perform a piece of music based around ostinatos	<u>Focus Autumn 1</u> <u>Football</u> To develop the attacking skill of dribbling. To develop changing direction and speed when dribbling. To develop passing and begin to recognise when to use different skills. <u>Hockey</u> To develop sending and receiving the ball with accuracy and control. To develop the attacking skill of dribbling. To develop dribbling to beat a defender. <u>Focus Autumn 2</u> Swimming	<u>Focus Autumn 1 - Being Me in My World</u> Knowledge: • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know that their own actions affect themselves and others • Know how groups work together to reach a consensus • Know that having a voice and democ Social and Emotional Skills: • Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions



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		<u>Focus Autumn 2 - Celebrating Difference</u> Knowledge: To know that sometimes people make assumptions about a person because of the way they look or act To know there are influences that can affect how we judge a person or situation To know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying To know what to do if they think bullying is, or might be taking place To know the reasons why witnesses sometimes join in with bullying and don't tell anyone To know that first impressions can change Social and Emotional Skills: To try to accept people for who they are To identify influences that have made them think or feel positively/negatively about a situation To identify feelings that a bystander might feel in a bullying situation To identify reasons why a bystander might join in with bullying To revisit the 'Solve it together' technique to practise conflict and bullying scenarios To identify their own uniqueness To be comfortable with the way they look To identify when a first impression they had was right or wrong To be non-judgemental about others who are different
<u>Religious Education</u>	<u>Science</u>	<u>Personal Development Curriculum Opportunities</u>
<u>Focus Autumn 1</u> <u>Hinduism (Living) How do people express their religion and beliefs?</u>	<u>Focus Autumn 1</u> <u>Electricity</u> To identify appliances that run on electricity	• Weekly PSHE assemblies: friendships, celebrating diversity • Weekly British Value assemblies - Picture News



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To explore the importance of worship at the Mandir and relate these practices to dharma
To explain the importance of worship at home and the importance of puja and the arti to Hindus
To identify the importance of Diwali to Hindus and relate these to the story of Rama and Sita (Y3 U1 L4)
To explain the festival raksha bandhan and the key practices associated with it

Focus Autumn 2

Islam (Living) How do people express their religion and beliefs?

To explore what a Mosque is and how they are used by Muslims.
To research the Muslim pilgrimage Hajj and compare it to Umrah
To understand the importance of the festival Eid ul-Adha and compare it to Christian and Jewish stories of sacrifice
To explore why and how Muslims celebrate Eid ul-Fitr
To compare fasting practices between different religions

To construct a simple series circuit and name the parts in the circuit
To identify if a lamp will light in a simple series circuit
To identify the function of a switch in a circuit
To recognise some common conductors and insulators

Focus Autumn 2

States of Matter

To identify solids, liquids and gases
To observe that some materials change state when heated
To plan and carry out a fair test.
To research and measure at what temperature different materials change state

- 11 before 11
- Project evolve - online safety