

Year 4 / Autumn 1 Medium Term Plan

	Week 1 01/09/20	Week 2 07/09/20	Week 3 14/09/20	Week 4 21/09/20	Week 5 28/09/20	Week 6 05/10/20	Week 7 12/10/20
Themed Week	WE CARE						
Events	WE CARE Charter	Baseline Assessment Week 10th-Year 4 meet the teacher		25th Sept: Classroom Displays and class charter deadline 21st Sept: Harvest Assembly 1 25th - Macmillan Coffee morning 8am-9am		5th Oct: Harvest Visitors Assembly 2	14th Oct: Year 4 Music Recital
Reading & Writing	Assessment writing piece. Recount of what the children did during their Summer holidays/ book review.	Unit 2 - Poetry				Unit 2 - Non - Fiction	
		Poetry Fiction Reading	Poetry non-fiction Writing	Poetry non-fiction Writing	Poetry non-fiction Editing & Proofreading.	Reading	Writing
		Fiction focus- poetry To read and compare three poems. Focusing on creating poetry using everyday moments. Poems: 'The Balloons' by Oscar Wilde, 'My Sari' by Debjani Chatterjee and 'At the End of the School Day' by Wes Magee. Writing - special phrases.	To create a poem-experimenting with a wider range of vocabulary and language-free verse Writing focus - Build poem 1 Write poem 1 Build poem 2	To create a poem-experimenting with a wider range of vocabulary and language-free verse Writing focus - Write poem 2 Build poem 3 Write poem 3	For children to proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling	Non-fiction focus- Children to explore recounts and journalistic texts- main features etc... analysing reports. Non-fiction texts- 'your alien experiences' and 'the daily blab' (Journalistic accounts) To write a newspaper report using the main features of journalistic writing.	Non-fiction focus- Children to explore recounts and journalistic texts- main features etc... analysing reports. Non-fiction texts- 'your alien experiences' and 'the daily blab' (Journalistic accounts) To review and edit a newspaper report. get.
Spoken Language	Learn some lines of poetry by heart to recite in a performance. Drama - 'At the end of a school day' roleplay and performance. Discuss BIG QUESTION	Children to practise lines of the poem to their talk partners. Magpie special phrases ideas. BIG QUESTION	Children to practise lines of the poem to their talk partners. Magpie special phrases ideas. Children to buddy up with other year group classes and present their poems. Discuss BIG QUESTION	Children to read their poems aloud and rehearse them with their partner. Together in partners, children to uplevel each other's poems. Discuss BIG QUESTION	Choral reading. Oral comprehension style questions to discuss the text. Discussions about current affairs and how it is portrayed in the media. Discuss BIG QUESTION	Children to orally rehearse their sentences with talk partners. Children to discuss how newspapers are laid out and the differences between fiction and non-fiction writing. Discuss BIG QUESTION	
Grammar & Punctuation	Similes. Lit and Lang - P.54	Adverbs expressing time, place and cause (e.g. then, next, soon, therefore) Commas after fronted adverbials (e.g. Before the sun came up, he ate his breakfast.)	Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) Commas after fronted adverbials (e.g. Before the sun came up, he ate his breakfast.)	Pronouns: relative pronouns; possessive pronouns; personal pronoun Apostrophe to demonstrate singular and plural possession.	Grammar: Paragraphs Revise and consolidate chn learning of paragraphs. Prepare dictionaries.	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>) Building suspense and linking ideas across sentences using ellipsis.	
Spelling	Adding the prefix 'mis' and revising 'un' 'in' 'dis' Unit 1	Words ending in 'zhuh' spelt 'sure' Special Focus 1 - The short 'u' sound spelt 'ou'	Adding the prefix 'auto' Practice Book 4 Practice Test 1	Adding the suffix 'ly' Unit 4 Core Words	Adding the prefix 'inter' Unit 5	Words with the 'ay' sound spelt 'eigh' 'ei' 'ey' Practice Book 4 Practice Test 2	Unit 5 Consolidation of main spelling rules.

	Core Words	Unit 2 Special focus 1 Core Words	Unit 3 Core Words		Special Focus 2 - homophones Core Words	Core Words	Reflect on the result of Practice Test 2 and revise spelling rules.
H-writing	Handwriting- Nelson, Flashback focus- copying patterns Dictation	Handwriting- Nelson, Unit 1: Revising sloped writing Dictation	Handwriting- Nelson, Unit 2: Ensuring letters are the correct height and size Dictation	Handwriting- Nelson, Unit 3: Practising spacing Dictation	Handwriting- Nelson, Unit 4: Practising speedwriting Dictation	Handwriting: letters and spacing consistent and accurate Dictation	Consolidation - Focus on handwriting letters which need extra practise.
Maths	Place Value				Addition and Subtraction		
	Count in 1000's, 100's, 10's and 1's Partitioning Number lines to 10,000 1,000 more/less Problem solving Assessment (times Tables, number fluency, place value)	Round any number to the nearest 10, 100 or 1000 Identify, represent and estimate numbers using different representations including measure Problem solving	Count in multiples of 6, 7, 9, 25 and 1000. Count backwards through zero to include negative numbers. Problem solving	Solve problems involving all number objectives. To read Roman numerals from 1 to 100 (I to C) and understand how the numeral system changed to include zero and its relation to place value.	Add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction. Estimate and use inverse operations to check answers to a calculation.	Practise both mental methods, column addition and subtraction to develop fluency.	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
History  Unicef RRS Article 40	Crime and punishment						
	The Roman Legacy		Anglo Saxons laws and justice		Torturing Tudors	Victorian Prisons	Through the ages
	To develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066, such as changes in an aspect of social history by learning about the legacy of Roman crime and punishment on the current legal system in Britain.		To be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon legal system and how it is similar and different to both the Roman system and the modern legal system in Britain		Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about crime and punishment during the Tudor era.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the development of crime and punishment during the Victorian period and what happened in Victorian prisons.	Note connections, contrasts and trends over time and develop the appropriate use of historical terms by bringing together and evaluating knowledge gained of the history of crime and punishment in Britain since the Roman period and comparing this with modern-day Britain.
Geography							
Art & Design  Unicef RRS Article 29	Collage						
	Compare and contrast the work of Jacob Lawrence and Faith Ringgold		To draw Adinkra symbols and create a symbol for themselves.		To draw stylised figures, like Jacob Lawrence	To make a card figure of themselves.	To be able to dress my figure with Adinkra styled patterns.
	Chn to draw different elements of the artworks of the Shoe Maker and Tar Beach. Chn to also draw the shoemaker's hands and their own hands emphasising the differences in sizes. They can then draw around their drawings emphasising lines with broad markers.		Choose two Adinkra symbols that represent themselves. Chn to make up different sized patterns onto coloured paper using coloured pencils.		Chn create stylised drawings of Jacob Lawrence in an action pose, eg, writing, playing games or making something. Image should be about A4 size	Children can recreate the image of themselves using a thin card and the graphite stick transfer technique. Chn to start to assemble the finished piece as in week 5.	Chn to use a combination of their own collage Adinkra symbols and a variety of coloured paper Combine all figures together to make a class collage.

DT		Unit: Poetry - Musical focus: Performance			Unit: Environment - Musical focus: Composition		
Music  Unicef RRS Article 29		Looking at music notation with reference to metre and accent Building an extended performance piece from a poem Using canon and ostinati as accompaniments Paying attention to notation, accent, diminuendo and balance	Using beatbox techniques to imitate the sound of a drum kit Performing a rap with a vocal beatbox accompaniment	Performing a poem with rhythmic accuracy (choral speaking) Devising a rhythmic accompaniment based on repeated text fragments Balancing voices in a performance	Exploring how different timbres can be descriptive	Exploring combinations of different timbres to accompany a song Learning how to accompany a song with drone and ostinato on tuned percussion	Exploring the descriptive music of two major composers Composing an introduction for a song
		Being Me in My World Becoming a Class Team I know my attitudes and actions make a difference to the class team I know how it feels to be included or excluded in a group. I try to make people feel welcome and valued	Being a School Citizen I understand who is in my school community, the roles they play and how I fit in I can take on a role in a group and contribute to the outcome	Rights, Responsibilities and Democracy I understand how democracy works through the school council I can recognise my contribution to making a whole school learning charter	Rewards and Consequences I understand that my actions affect myself and others I care about others feelings and empathise with them I understand how rewards and consequences motivate people's behaviour	Our Learning Charter I understand how groups come together to make decisions. I can take on a role in a group and contribute to the outcome Owning Our Learning Charter I understand how having a voice benefits the school community I understand how a school community benefits from a learning charter and can help others follow it	-To understand the function of democracy. -To understand how their behaviour affects others. -To approach situations reflectively and understand the consequences of their actions.
PSHE  Unicef RRS Article 14		Places of worship in the local area					
		What is the purpose of a religious building To consider the benefits of attending a place of worship. Explain why a person attends a place of worship and the benefits of going.	Places of Worship in the Local Area. What evidence can I find of religions in our neighbourhood?	How are religions similar and different in my neighbourhood? Compare and contrast different religious buildings in the local area.	What influences my beliefs? Discuss with children how religious buildings influence their own beliefs. Develop their questioning skills.	How do religions in my neighbourhood help others? Investigate a number of local religious community work, what it does and how it benefits people in Newham (food banks, homeless shelters)	Designing a new community centre where different religious groups can meet in and use. Have an understanding of places of worship in the local community.
RE  Unicef RRS Article 14							
		Theme: Friends / Connected New Target Language: Command verbs / Eg. Sube, Baje Phonetics focus: vowels review Core story: Sometimes I feel Sunny A veces me siento...soleado	New Target Language How are you? (2) New emotions: eg. OK /regular Phonetics focus: /ch/	New Target Language Where are you? / donde estas? I'm in ... Estoy Place vocab: Eg at home / en casa, el parque, with... /con... Phonetics focus: /z/	New Target Language Positional language: Eg. Behind, in front of detras/ delante Phonetics focus: /ll/	Writing task: Language Passport 4 combining Target language from this half term	Culture focus: el Tango
Spanish							

		Computer Basics: Collaborative Learning					
		Getting Started / Assessment	Teamwork	Sharing a Document	Slide Presentations	Google Forms	Shared Spreadsheets
Computing		Children elect monitors for the chromebooks. Children introduced to 'safety surfers' as online safety monitors who will be selected based on their online safety knowledge and skills	In this lesson, children are shown what collaborative work means and create a set of class rules to ensure that working together runs smoothly. Children understand that they can work together without being in the same room.	Once children are familiar with Google docs, they learn a little about some of the features that can be used while working as part of a team. Children share their work and access documents shared with them.	Children learn about some of the features of Google Slides and how to create fun and interesting presentations.	Children are introduced to Google Forms, learning how to create and share surveys and questionnaires. Children understand why surveys might be useful and decide one they think might be important to carry out.	Having collected their data, pupils used a shared spreadsheet program to explore spreadsheets and learn how to extract information from the data. Children can use conditional formatting and calculate averages.
		Living things and their habitats- Animals including humans					
Science		I can recognise that living things can be grouped in a variety of ways Pattern Seeking Do animals with have? Do plants with have?	I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Based on the children's own criteria classify living things (plants and animals) in their local and wider environment	I can recognise that environments can change and that this can sometimes pose dangers to living things. Research global environmental issues and their impact on living things	I can describe the simple functions of the basic parts of the digestive system in humans	Research the different parts of the digestive system. (Children present what they've learned in different ways)	
		Indoor: Gymnastics					
PE	Fitness Test (beep test) Importance of warm ups and stretching	Mats (single point balances)	Mats (single point balances, sequence of moves and point balances)	To explore balances, using different numbers of body parts to balance on and create a short sequence.	To find ways of traveling on low, medium and high levels. To create short sequences that include shapes, balance and travel.	To explore combinations of floor mats and apparatus to find different ways of using shapes and balances on different levels.	
		Outdoor: Netball					
		Rules of netball	Passing techniques (chest ball, overhead pass)	Shooting techniques (two handed chess shot)	Off the ball movement	Small sided games	