

Year 4 / Autumn 2 Medium Term Plan

	Week 1 04/11/20	Week 2 09/11/20	Week 3 16/11/20	Week 4 23/11/20	Week 5 30/11/20	Week 6 07/12/20	Week 7 14/12/20
Themed Week					World Art Week		
Events		Thurs 12th Oct: Y4 Times Table Parent Workshop 11th Nov: 1 minute Silence for Remembrance	16th Nov: Friendship Day	Y 3-5 Assessment week	World Art - Themed Week 4th Dec: Neena's Office Display (From Art Week) 4th Dec: Entrance Hall Deadline (From Art Week)		16th Dec: Xmas Jumper Day + Xmas Dinner Fri 18th Dec: Report Cards
Reading & Writing	Literacy and Language Unit 1: Dilemma Story				Literacy and Language Unit 1: Non Fiction		
	Link to the theme of dilemmas in Lost & Stolen? Explore characters, including what they think and how they change as the story develops.	To use the structure and characters from Lost or Stolen? to write a new chapter of the story with a different dilemma and setting.	Children are given the opportunity to edit and proofread their writing. Children improve particular aspects - spelling, grammar or punctuation . Write up neatly into their English books.	Assessment writing - profile books. Children use the writing from past weeks and to create their own dilemma story . During the week children are given the opportunity to - <ul style="list-style-type: none"> - Discuss ideas - Create a story plan - Write 	Children to be exposed to a variety magazine feature format. The content of the magazine is used to stimulate the children to create and present their own information texts. Chn discover that information texts are written with a specific audience and purpose in their mind. How articles are structured to make it easier for the readers to find information - headings, subheadings, boxed text.	Children plan a presentation for a new gadget and pitch the idea to a panel. Chn to write an advice leaflet about keeping your phone safe, and to produce a presentation about a gadget to pitch to a panel. (Book out chrome books)	For children to evaluate their work and others' work against specific criteria and then discuss how they could improve the leaflets and presentations.
Spoken Language	Children read and role play parts of the story. Focus on pace, volume and expression. Discuss BIG QUESTION	Hot seating - what if not? Children rehearse their stories with their partners. Children present their stories to the class. Discuss BIG QUESTION	Hot seating - what if not? Children rehearse their stories with their partners. Children present their stories to the class. Discuss BIG QUESTION	Buddy up with other classes in the year group. Children present and share their stories with other children. Children review their stories. What would I change next time? Discuss BIG QUESTION end of Unit	Children to share magazines and to discuss the similarities and differences. How is the magazine aimed at?	Children present their ideas to a panel of children. Teachers model presenting skills - pace, volume, language, confidence. Discuss BIG QUESTION	To work with a partner and to read each other's work and to improve the leaflet. Discuss BIG QUESTION
Grammar & Punctuation	Inverted commas Correct use of punctuation within inverted commas	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Building suspense and linking ideas across sentences using ellipsis .	Simple past, simple present, perfect past, perfect present tense. Using a variety of punctuation to create effective writing- !, ?	Simple past, simple present, perfect past, perfect present tense Using a variety of punctuation to create effective writing- !, ?	Grammar review Punctuation review	word classes and suffixes Lit and Lang P43. Prepare dictionaries.	Words classes and suffixes. Lit and Lang P. 48 To be able to use - noun phrases, simple past, simple present, perfect past and perfect present tense. To be able to use ellipsis

Spelling	Words ay - eigh,ei,ey' Unit 6 & Multisyllabic words Lit and Lang p58 Teach core words from plan	Words - ous Unit 7 Special focus 3 - Possessive apostrophes and plural words Practice Book 4 Practice Test 3 Teach core words from plan	Words - s - sc Unit 8 Special focus possessive apostrophes with plural words. Teach core words from plan	words ending zhun - spelt -sion Unit 9 Teach core words from plan	words - il and revising un, in, mis, dis Unit 10 Teach core words from plan	words -c spelt que sand the g sound spelt que Unit 11 Teach core words from plan	Special Focus - Homophone Teach core words from plan
	H-writing	Handwriting- Nelson, Unit 5: Practising drafting and editing	Handwriting- Nelson, Unit 6: Practising writing capital letters	Handwriting- Nelson, Unit 7: Practising fluency	Handwriting- Nelson, Unit 8: Practising paragraphs	Handwriting- Nelson, Unit 9: Practising keeping letters in correct proportion	Handwriting- Nelson, Unit 10: Practising presentation
	Length and Perimeter	Length and perimeter	Multiplication and division			Consolidation	
Maths	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes.	Convert between different units of measure (I.E. kilometer to metre; hour to minute). Measure and calculate the perimeter of a rectilinear figure in centimetres and metres.	Recall multiplication and division facts for multiplication tables up to 12x12.	Use place value, known and derived facts to multiply and divide mentally. Including; multiplying by 0 and 1; dividing by 1 and multiplying three numbers together	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	Solve problems involving multiplying and adding. Recognise and use factor pairs and commutativity in mental calculations.	Consolidation of topics learnt this term
History							
Geography 	Map Skills						
	Map Skills- Locate the position and significance of Equator, North and South Hemisphere, Tropics of Cancer and Capricorn.	Physical and Human Features- To understand the difference between physical and human geographical features.	Capital Cities- To be able to make comparisons between different capital cities (and explain which is most impressive) (e.g. London- Rio de Janeiro, New York- Moscow)	Map Skills- to be able to locate the world's continents and countries using a key, focussing on environmental regions.	Map Skills- to be able to make comparisons between North America and South America and to look at the different environmental regions.	Research Skills- to be able to research a Country of interest, finding out about physical and human features, climate, continent, location, culture and food etc using travel brochures.	Design a travel brochure on a chosen country (within Europe, Russia, North or South America).
Art & Design							
STEM Mechanical Systems: Making a Slingshot Car Food: Adapting a Recipe	Mechanical Systems: Making a Slingshot Car				Cooking: Adapting a Recipe		
	Chassis and Launch Mechanism	Designing the Car Body	Making the Car Body	Assembly and Testing	Following a Recipe	Testing Ingredients	Final Design and Budget
	Learning that all moving things have kinetic energy and that kinetic energy is the energy that something has by being in motion and building. Understanding that a chassis is the frame of a car on which everything else is built and building one	Designing a car body to cover the chassis, giving consideration to the shape to reduce air resistance, drawing a net to create the structure from	Making the body of the car, measuring, marking and cutting the panels (nets) against the dimensions of the chassis and decorating the panels	Assembling the panels of the body to the chassis, evaluating the speed of the car based on the understanding that some cars are faster as a result of: body shape; stored energy in the elastic band and the accuracy of the angle in the chassis and axle	Evaluating a product, giving consideration to: taste, smell, texture, appearance, packaging and target audience and following a recipe to make a biscuit	Cooking a recipe safely, following basic hygiene rules and adapting the recipe to create new versions, evaluating and comparing a range of biscuit prototypes	Working within a group to design a biscuit to a given budget, Making a biscuit that meets a given design brief, and creating suitable packaging for the product

Music  Unicef RRS Article 29	Unit: Sounds			Unit: Recycling			
	Musical focus: Exploring sounds			Musical focus: Structure			
	Learning about classifying instruments by the way sounds are produced Learning some simple beatboxing sounds Singing a song and adding beatboxing sounds	Learning about aerophones Learning to sing partner songs	Learning about classifying instruments by the way sounds are produced Exploring the combined expressive effects of different instrument groups	Making instruments Performing verse and chorus structure Interpreting notation Improvising	Making instruments Performing verse and chorus structure Interpreting notation and improvising Understanding ABA structure	Performing repeating rhythms Chanting in three parts Exploring sounds Performing rondo form	
PSHE  Unicef RRS Article 14	Celebrating Difference						
	Judging by Appearances	Understanding Influences	Understanding Bullying	Problem Solving	Special Me	Celebrating Difference - How We Look	Celebrating Difference - How We Look
	I understand that sometimes we make assumptions based on what people look like I try to accept people for who they are	I understand what influences me to make assumptions based on how people look I can question why I think what I do about other people	I know that bullying is sometimes hard to spot and know what to do if I think it is going on I know how it might feel to be a witness to/target of bullying	I can tell you why sometimes witnesses join in with bullying and don't tell I can problem solve a bullying situation with others	I can identify what is special about me and value the ways in which I am unique I like and respect the unique features of my physical appearance	I can tell you of a time when my first impression of someone changed when I got to know them I can explain why it is good to accept people for who they are	To understand how people are different to others. -To respect other children's views and ideas. -To understand how to act appropriately in a difficult situation.
RE  Unicef RRS Article 14	Who makes me the person that I am?						
	Who influences our life?	Who or what influenced the life of St Francis?	Who or what influenced the life of Pandurang Shastri Athavale?	What objects are special to me?	What objects are special to people in my community?	What things do I care about in my community?	What can I do to help improve my community?
	Discuss with pupils the different figures in their life who have influenced them and why. Read and discuss 'The crying camel' and 'Guru Nanak and Bhai Lalo.'	Explore the life of St Francis. Who he was and what influenced his life. Freeze frames of his life.	Compare and contrast the life of Dadaji and how this is similar to St Francis. Draw a venn diagram.	Children can share and discuss what objects are special to them.	Teacher to bring in some objects from different religions and discuss what makes them important. What is similar and different?	Children speculate how different people from different religions and world views would react and what they might do about the situation. (deforestation, drought, plastic oceans).	Children share different issues they would like to solve in the world.
Spanish	Theme: Family New Target Language: Family names - Phonetics focus: /f/ Core story: Mum / Mama	New Target Language: What's his/ her name? ¿como se llama? His - her name is Ella es - Se llama... Phonetics focus: /h/	New Target Language: Places Eg La Biblioteca Phonetics focus: /x/	New Target Language: Directional language Phonetics focus: / z/	New Target Language: Noun plus an adjective Eg Mi mama es alta (estar) Phonetics focus: /ll/	Writing task: Language Passport 4 combining target language from this half term	Culture focus: Frida Carlo
	Programming: HTML						
Computing	Introduction to HTML	Remixing HTML	Changing HTML and CSS	Website Hacking	Replacing Images	Assessment/ Project Completion	
	Children learn that html is a markup language which defines how a	Children learn to edit HTML, changing the text size and content to	Pupils learn how HTML is used to determine the	Applying their learning from the previous three lessons, pupils adapt a	Building upon their learning from the previous lesson, pupils	Children to complete any outstanding work for this unit of work as well as to take part in assessments.	

	website is displayed, they go on a HTML treasure hunt; investigating the code used to create different elements of the page.	create their own posters. Children remix some parts of HTML code	layout of a web page and CSS the look and style of it and then use this knowledge to create their own storyboards. Children change the size and colour of some elements of a web page.	live website and learn about the issue of fake news and the reliability of information on the internet and create their own 'fake' stories by hacking the code of the website.	learn how to change an image within a web page and create their own news story, replacing the text and images of a webpage.			
Science	Living things and their habitats- Animals including Human							
	I can identify the different types of teeth in humans and their simple functions	I can construct and interpret a variety of food chains, identifying producers, predators and prey.	Research what different animals eat within a specific environment, e.g. coral, polar, African grasslands, in order to construct food chains. Classify jaw bones/teeth to aid with making food chains e.g. recognise what eats plants and what eats animals by looking at their teeth	I can recognise the symptoms (mild and severe) of an allergic reaction? 5.I can find out what damages teeth (including tooth decay) and how to look after them.	Investigation Does brushing your teeth make a difference or is it a waste of time? Display a bottle of coke, toothpaste brush, weighing scales, Empty glasses, measuring cylinders. Eggs(surface to mimic teeth)	I understand the importance of regular check ups at the dentist.	Consolidation of topic End of unit assessment	
PE	Indoor: Gymnastics							
	Fitness test (beep test)	Fitness test (beep test)	Gymnastics: Balance Beams	Gymnastics: Pommel horse	Gymnastics: Floor work, sequence of movements	Gymnastics: Circuit (balancing, pommel horse and floor work)	Gymnastics: Circuit (balancing, pommel horse and floor work)	
			Outdoor: Tag Rugby					
		Tag Rugby: Rules of tag rugby	Tag Rugby: Throwing and catching the rugby ball (passing techniques)	Tag Rugby: Scoring a try, 1 v 1 and 2 v 2 games.	Tag Rugby: patterns of play (how to still move forward while throwing the ball backwards)	Tag Rugby: small sided games		