



Year 4 Autumn 2 Medium Term Plan



The Egyptians							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Themed Weeks							
Events							
Maths	<p>Number and Place Value: Number, Place Value and rounding.</p> <ul style="list-style-type: none"> -To recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones). -To identify, represent and estimate numbers using different representations. -To order and compare numbers beyond 1000. -To round any number to the nearest 10, 100 or 1000. -To count in multiples of 6,7, 9, 25, 1000. -To find 1000 more or less than a given numbers. <p style="background-color: yellow; display: inline-block;">All due to Maths setting</p>	<p>Addition and Subtraction: Mental and written methods.</p> <ul style="list-style-type: none"> -To add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate. -To estimate and use the inverse operations to check answers to a calculation. -To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 	<p>Multiplication: Rapid recall, mental strategies and written methods.</p> <ul style="list-style-type: none"> -To recall multiplication facts for multiplication tables up to 12 x 12. -To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1, multiplying together three 1-digit numbers. -To recognise and use factor pairs and commutativity in mental calculations. -To multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. -To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which n objects are connected 	<p>Fractions: Counting and calculating fractions, recognising equivalence.</p> <ul style="list-style-type: none"> -To count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. -To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. -To recognise and show, using diagrams, families of common equivalent fractions. -Add and subtract fractions with the same denominator 	<p>Geometry: Coordinates and geometric shapes</p> <ul style="list-style-type: none"> -To describe positions on a 2D grid as coordinates in the first quadrant. -To plot specified points and draw sides to complete a given polygon. -To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. -To identify acute and obtuse angles and compare and order angles up to two right angles by size. 	<p>Measurement: Time</p> <ul style="list-style-type: none"> -To read, write and convert time between analogue and digital 12- and 24-hour clocks. -To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 	<p>Statistics</p> <ul style="list-style-type: none"> -To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs -To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



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Phonics			to <i>m</i> objects.				
Guided Reading	<p>(Seth the Evil) Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Inference. Summarise main ideas from more than one paragraph.</p> <p>Thursday and Friday: Independent application of above skills.</p> <p style="text-align: center;">Busola</p>	<p>(Seth the Evil) Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Inference. Predict what might happen from details stated and implied.</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>(Persuasive Writing text)</p> <p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Inference. Identify / explain how information / narrative content is related and contributes to meaning as a whole.</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>(Narnia) Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Inference. Identify / explain how meaning is enhanced through choice of words and phrases</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>(Narnia) Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Inference. Make comparisons within the text</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>(Japanese poem) Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Inference. Summarise main ideas from more than one paragraph.</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Inference. Predict what might happen from details stated and implied.</p> <p>Thursday and Friday: Independent application of above skills.</p>



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Writing	Egyptian Myth (Seth the Evil) Lucy & Carmen	Egyptian Myth (Seth the Evil)	Persuasive Writing (children coming to Woodside)	Stories from Imaginary worlds (Narnia)	Stories from Imaginary worlds (Narnia)	Poetry Poetic forms-context of Japanese culture	
GPS	Expanded noun phrase Assertive spelling 4.7 suffix - ous Lucy & Carmen	Expanded noun phrase Assertive spelling 4.8 suffix - ous	Fronted adverbials using a comma Assertive spelling 4.9 suffix - tion cian	Use of apostrophes to mark possession Assertive spelling 4.10 - suffix sion, ssion	Use of apostrophes Assertive spelling 4.11 ch sounding k	revisit- use grammar hammer Assertive spelling 4.12 ch, que sounding sh, g, k	Assertive spelling 4.13



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Handwriting	Nelson handwriting scheme Letters that aren't joined from are b g j p q x y z	Nelson handwriting scheme	Nelson handwriting scheme	Nelson handwriting scheme	Nelson handwriting scheme	Nelson handwriting scheme	Nelson handwriting scheme
PSHE	<p>Celebrating Differences Woodside Core Value Link: Self- Awareness, Tolerance, Understanding and Respect</p> <p>Judging by Appearances I understand that sometimes we make assumptions based on what people look like I try to accept people for who they are</p> <p style="text-align: center;">Collette</p>	<p>Celebrating Differences Woodside Core Value Link: Self- Awareness, Tolerance, Understanding and Respect</p> <p>Understanding Influences 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</p>	<p>Celebrating Differences Woodside Core Value Link: Self- Awareness, Tolerance, Understanding and Respect</p> <p>Understanding Bullying 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</p>	<p>Celebrating Differences Woodside Core Value Link: Self- Awareness, Tolerance, Understanding and Respect</p> <p>Problem Solving I can tell you why sometimes witnesses join in with bullying and don't tell I can problem solve a bullying situation with others</p>	<p>Celebrating Differences Woodside Core Value Link: Self- Awareness, Tolerance, Understanding and Respect</p> <p>Special Me 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</p>	<p>Celebrating Differences Woodside Core Value Link: Self- Awareness, Tolerance, Understanding and Respect</p> <p>Celebrating Difference – How We Look 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</p>	



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Science	<p>Earth and space 3rd Exposure Look at the movement of the Earth and the Moon.</p>	<p>Earth and space 3rd Exposure Look at the movement of the Earth and the Moon.</p>	<p>Earth and space 3rd Exposure Look at the movement of the Earth and the Moon</p>	<p>Forces and magnets 3rd Exposure (forces) 2nd Exposure to magnets Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.</p>	<p>Forces and magnets 3rd Exposure (forces) 2nd Exposure to magnets Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.</p>	<p>Forces and magnets 3rd Exposure (forces) 2nd Exposure to magnets Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.</p>	
	<p>Earth and Space</p> <p>Lesson 1: Explain why the Earth's movement gives rise to the seasons. Explain why the effect of the Earth's movement on seasons is more acute further away from the Equator</p> <p>Nazia</p>	<p>Earth & Space</p> <p>Lesson 2: Relate your knowledge of the Earth's movement relative to the Sun to time zones. Assess the significance</p>	<p>Earth & Space</p> <p>Lesson 3: Explain how we can predict the times of high and low tides.</p>	<p>Forces and Magnets</p> <p>Lesson 4: Identify patterns in the type of surface and how this affects movement. Explain why these patterns may exist. Experiment with practical applications of this relationship.</p>	<p>Forces and Magnets</p> <p>Lesson 5: Investigate the design of car tyres and connect this to your understanding of friction.</p>	<p>Forces and Magnets</p> <p>Lesson 6: Explain the concept of magnetic fields and how magnets attract or repel one another when placed near each other. Investigate practical applications of magnetism in everyday life.</p>	<p>Extension activities: Experiment with iron filings to see how they act when magnets attract and repel each other. Record your findings and explain what is happening.</p> <p>Explain why magnets have poles.</p> <p>Why do we call parts of Earth the North and South Poles? (explain concept)</p>



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						<p>Investigate the Aurora Borealis and explain how this (the concept) is linked to magnetism.</p>	
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RE	<p><u>Christianity: Christmas</u></p> <p>Concept: incarnation key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Start by showing children a selection of symbols (M for McDonalds, Male & Female toilet signs, road signs & religious symbols. Explain that symbols represent something. Ask the chn to create their own symbol that would represent them</p> <p>Collette.</p>	<p><u>Christianity: Christmas</u></p> <p>Concept: incarnation key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Start by asking chn to note down any christian symbols they can think of. Then share the christmas story with the class. Discuss the important symbols in the story that signify important events.</p> <p>Chn to research what the Christian symbols mean and display on a collage.</p>	<p><u>Christianity: Christmas</u></p> <p>Concept: incarnation key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Invite a vicar into school (TBC) or visit a church and discuss what they consider to be the most important symbol of christmas. Show chn a christingle and discuss the different parts of it. Chn to make their own christingle.</p>	<p><u>Christianity: Christmas</u></p> <p>Concept: incarnation key Question: What is the most significant part of the nativity story for Christians today?</p> <p>chn to make a christmas decoration symbolising what christmas means to christians</p>	<p><u>Christianity: Christmas</u></p> <p>Concept: incarnation key Question: What is the most significant part of the nativity story for Christians today?</p> <p>chn to design their own christingle and label what each part represents</p>	<p><u>Christianity: Christmas</u></p> <p>Concept: incarnation key Question: What is the most significant part of the nativity story for Christians today?</p>	
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History	<u>Ancient Egypt National Curriculum/ Chris Quigley Milestones</u> Describe changes that have happened in the locality of the school throughout history. Nazia	<u>Ancient Egypt National Curriculum/ Chris Quigley Milestones</u> Understand the concept of change over time, representing this, along with evidence, on a time line.	<u>Ancient Egypt National Curriculum/ Chris Quigley Milestones</u> Use evidence to ask questions and find answers to questions about the past.	<u>Ancient Egypt National Curriculum/ Chris Quigley Milestones</u> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	<u>Ancient Egypt National Curriculum/ Chris Quigley Milestones</u> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	<u>Ancient Egypt National Curriculum/ Chris Quigley Milestones</u> Compare some of the times studied with those of other areas of interest around the world.	
Geography	Taught in Autumn 1						
Art & Design	Taught in Autumn 1						
DT	<u>Ancient Egypt Levers and linkages: Pop-up book for an Egyptian story.</u> <ul style="list-style-type: none"> • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. <p style="text-align: center;">See: http://www.bamptonprimaryschool.org.uk/wp-content/uploads/2017/09/3-4-Levers-and-linkages.pdf and https://www.bbc.co.uk/bitesize/clips/zrp6n39</p>	<u>Ancient Egypt Levers and linkages: Pop-up book for an Egyptian story</u> Understand and use lever and linkage mechanisms. <ul style="list-style-type: none"> • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. 	<u>Ancient Egypt Levers and linkages: Pop-up book for an Egyptian story</u> Order the main stages of making.	<u>Ancient Egypt Levers and linkages: Pop-up book for an Egyptian story</u> Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.	<u>Ancient Egypt Levers and linkages: Pop-up book for an Egyptian story</u> Select from and use appropriate tools with some accuracy to cut, shape and join paper and card	<u>Ancient Egypt Levers and linkages: Pop-up book for an Egyptian story</u> Select from and use finishing techniques suitable for the product they are creating.	



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	Busola						
Music	<p><u>Music Express Year 4: Ancient Worlds (Exploring structure)</u></p> <p style="text-align: center;">Nazia</p>	<p><u>Music Express Year 4: Ancient Worlds (Exploring structure)</u></p>	<p><u>Music Express Year 4: Ancient Worlds (Exploring structure)</u></p>	<p><u>Music Express Year 4: Ancient Worlds (Exploring structure)</u></p>	<p><u>Music Express Year 4: Ancient Worlds (Exploring structure)</u></p>	<p><u>Music Express Year 4: Ancient Worlds (Exploring structure)</u></p>	
Computing	<p>Program 2</p> <p>To understand that robots need moving parts.</p> <p>To understand that robots can be programmed to follow instructions.</p>	<p>Program 2</p> <p>To understand that sequences of commands can be replaced with repeats.</p>	<p>Program 2</p> <p>To understand that robots use sensors to 'see' and 'feel'.</p> <p>To understand that robots can be programmed to respond to data by changing behaviour.</p>	<p>Program 2</p> <p>Extended project to design, build and program a robotic model.</p>	<p>Program 2</p> <p>Extended project to design, build and program a robotic model.</p>	<p>Program 2</p> <p>Extended project to design, build and program a robotic model.</p>	
PE	<p><u>Social Skills</u></p> <p>Warm-up: Shape Up!</p> <p>Personal best challenge: Develop Combinations / Exchange objects</p> <p>Review: Roles on the bus</p>	<p><u>Social Skills</u></p> <p>Warm-up: Shape Up!</p> <p>Skill: Dynamic balance to agility: Jumping & landing – challenges / Static balance seated - challenges</p> <p>Skill Application: Stepping stones crossing</p>	<p><u>Social Skills</u></p> <p>Warm-up: Shape Up!</p> <p>Skill: Dynamic balance to agility: Jumping & landing – challenges / Static balance seated - challenges</p> <p>Skill Application: \ Perform sequences</p> <p>Review: Roles on the bus</p>	<p><u>Social Skills</u></p> <p>Warm-up: Dice Frenzy</p> <p>Skill: Dynamic balance to agility: Jumping & landing – challenges</p> <p>Skill Application: Combination for distances / seated tandem cycling</p>	<p><u>Social Skills</u></p> <p>Warm-up: Dice Frenzy</p> <p>Skill: Dynamic balance to agility: Jumping & landing – challenges</p> <p>Skill Application: 5 jump combinations / order shapes</p>	<p><u>Social Skills</u></p> <p>Warm-up: Dice Frenzy</p> <p>Personal best challenge: Develop Combinations / Exchange objects</p> <p>Review: Roles on the bus</p>	



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		Review: Roles on the bus		Review: Roles on the bus	Review: Roles on the bus		
Spanish	<u>Pets</u> To learn 9 new nouns - animals - (with the indefinite article).	<u>Pets</u> To revisit adjectives of colours through games.	<u>Pets</u> To understand the gender agreement between nouns and adjectives.	<u>Pets</u> To listen and follow the story of the Brown Bear, brown bear, what do you see?	<u>Pets</u> To retell the story and write a simple description of a pet applying the rule of nouns/adjectives agreement.	<u>Intercultural understanding</u> To learn some key facts about Christmas in Spain and make a Christmas card.	