



# MEDIUM TERM PLANNING | YEAR 4 | Autumn 1



Author of the Term: Michael Rosen

Role Play: Navigation Station

Reflection Corner: Come and Join Us

Secrets of Success: Try new things, Work Hard

	GETTING TO KNOW YOU			Planet Earth			
	Week 1 3/9/18	Week 2 10/9/18	Week 3 17/9/18	Week 4 24/9/17	Week 5 1/10/18	Week 6 8/10/18	Week 7 15/10/18
Subject. Week beginning <b>SMSC opportunities</b> Social (So) Moral (Mo) Spiritual (Sp) Cultural (Cu) British Values			Meet the teacher meetings for Year 4 and Grosvenor Hall meeting		Grosvenor Hall Provision maps Assess Maths		Parents' evenings



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<p><b>Literacy</b></p>	<p><b>Writing to Persuade</b> <b><u>IMMERSION</u></b></p> <p>Introduction to persuasive writing Key features – chn to create own poster to persuade using key features</p>	<p><b>Writing to Persuade</b> <b><u>IMITATE</u></b></p> <p><b><u>Use the text</u></b> ZOO A Browne</p> <p>Persuasive writing arguing the case for/against zoos Use of persuasive techniques</p>	<p><b>Writing to Persuade</b> <b><u>INNOVATE</u></b></p> <p>Posters/persuasive writing to care for jaguars / gorillas</p>	<p><b>Research - Grosvenor Hall- Writing to inform (before the trip)</b></p> <p>KPI- I can organize paragraphs around a theme</p> <p>KPI-I can use joined-up handwriting throughout all independent writing</p>	<p><b>Information page - Grosvenor Hall- Writing to inform (Trip wed-Fri</b> <b>Write the recount on the Monday/tuesday)</b></p> <p>KPI- I can organize paragraphs around a theme</p> <p>KPI-I can use joined-up handwriting throughout all independent writing</p>	<p><b>Instructions- Writing to persuade</b></p> <p>KPI – In narratives I create settings, characters and plot</p> <p>Looking at treasure maps/ compass points for instructions for finding treasure. Can they write treasure hunt instructions for reception- link to going on a bear hunt by Michael Rosen</p>	<p><b>Instructions- Writing to persuade</b></p> <p>KPI-I can use joined-up handwriting throughout all independent writing</p>
<p><b>Maths</b></p>	<p>Pairs of numbers to 100</p> <p>Adding to the next multiple of 100</p>	<p>Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA)</p>	<p>Number and place value (NPV); Mental addition and subtraction (MAS)</p>	<p>Mental multiplication and division (MMD); Problem solving, reasoning and algebra (PRA); Written multiplication and division Fractions, ratio and proportion</p>	<p>Measurement (MEA); Decimals, percentages and their equivalence to fractions (DPE)</p>	<p>Written addition and subtraction (WAS)</p>	<p>Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA) Assess</p>



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<b>Science</b>		<p><b>Planet Earth</b> To be able to recognise that living things can be grouped in a variety of ways.</p>	<p><b>Planet Earth</b> To be able to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p><b>Planet Earth</b> To be able to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p><b>Planet Earth</b> To be able to gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p><b>Planet Earth</b> To be able to recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Planet Earth</b> To be able to recognise that environments can change and that this can sometimes pose dangers to living things.</p>
			<p>To be able to gather, record, classify and present data in a variety of ways to help in answering questions.</p>		<p>To be able to report on findings from enquiries, including oral and written explanations.</p>	<p>To be able to report on findings from enquiries, including oral and written explanations.</p>	



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Computing</b></p>		<p>E- Safety and Core skills <b>(CONNECT)</b> To give examples of the risks posed by online communications  Purplemash</p>	<p>E- Safety and Core skills Gorilla/ Jaguar posters Save &amp; retrieve <b>(CONNECT)</b> To give examples of the risks posed by online communications Purplemash</p>	<p>E- Safety and Core skills Gorilla/ Jaguar posters Save &amp; retrieve <b>(CONNECT)</b> To give examples of the risks posed by online communications  Purplemash</p>	<p><b>Digital Literacy</b>  Planet Earth: Google Earth/ Coding Grid References Bee-bots</p>	<p><b>Digital Literacy</b>  Planet Earth: Google Earth/ Coding Grid References Bee-bots</p>	<p><b>Digital Literacy</b>  Planet Earth: Google Earth/ Coding Grid References Bee-bots</p>
<p><b>DT:</b></p>		<p><b>Planet Earth Cushion:</b>  <b>Investigate and Evaluate</b> What is a textile? How do we join textiles together? Practice different sewing techniques</p>	<p><b>Planet Earth Cushion:</b>  <b>Focused practical Tasks</b>  To understand the need for a seam allowance  Chn to join/sew 2 small pieces of fabric together  Investigate which joining method makes the strongest seam.</p>	<p><b>Planet Earth Cushion:</b>  <b>Focused Practical Tasks</b>  Select appropriate techniques to decorate and embellish  Chn explore ways of attaching – buttons, sequins, ribbons  Use stiches and applique</p>	<p><b>Planet Earth Cushion:</b>  <b>Design and Make</b>  Provide a variety of cushions for chn to look at. Comment on different sewing techniques used and aesthetics of cushion  To draw and label a simple design proposal</p>	<p><b>Planet Earth Cushion:</b>  <b>Design and Make</b>  To draw a template.  Measure, mark cut out materials  Cut out material ensuring 1cm seam allowance</p>	<p><b>Planet Earth Cushion:</b>  <b>Design and Make</b>  To join fabric with some accuracy using different sewing techniques  Evaluate finished product</p>



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<b>Music</b>		<p><b>Mamma Mia - ABBA</b>  a. Games  b. Start to learn the song  Mamma Mia  Sing the song</p>	<p><b>Dancing Queen - ABBA</b>  Mamma Mia - ABBA  a. Games  b. Sing the song Mamma Mia  c. Play instrumental parts  Sing the song and play instrumental parts within a song</p>	<p><b>The Winner Takes It All - ABBA</b>  Mamma Mia - ABBA  a. Games  b. Sing the song Mamma Mia  c. Play instrumental parts  d. Improvise  Sing the song and improvise using voices and/or instruments within the song</p>	<p><b>Waterloo - ABBA</b>  Mamma Mia - ABBA  a. Games  b. Sing the song Mamma Mia  c. Compose and perform composition(s) within the song</p>	<p><b>Super Trouper - ABBA</b>  Mamma Mia - ABBA  a. Games  b. Sing the song Mamma Mia  c. Include some instrumental and/or d. Vocal improvisation within the song  e. Play your composition(s) within the song  Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p><b>Thank You For The Music - ABBA</b>  Mamma Mia - ABBA  a. Games  b. Sing the song Mamma Mia  c. Choose and play two performance options, then decide which one to practise for the end-of-unit performance  Prepare for the end-of-unit performance</p>
<b>PE</b>		<p>Playground Games</p>	<p>Games</p>	<p>Games</p>	<p>Gymnastics</p>	<p>Gymnastics</p>	<p>Gymnastics</p>
<b>RE</b>		<p><b>The Bible's Big Story</b>  How Did The Bible Come Into Being?  How Did We Get The Bible We Use Today?</p>	<p><b>The Bible's Big Story</b>  Does The Bible Have Many Plots or One Plot?  What Does the Term 'Metanarrative' Mean?</p>	<p><b>The Bible's Big Story</b>  Why Is The Bible Sometimes Referred To As a Map For Christian Life?</p>	<p><b>The Bible's Big Story</b>  What Does The Bible Teach About Faith and What Does Faith Mean To Us?</p>	<p><b>The Bible's Big Story</b>  What Makes A Person of Faith In The Bible?</p>	<p><b>The Bible's Big Story</b>  How Have Christians Shown Faith and Show Faith Today in Spreading The 'Good News'?</p>



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<b>Geography</b>		<p><b>Planet Earth</b> North or South To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres.</p> <ul style="list-style-type: none"> <li>• I can explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.</li> </ul>	<p><b>Planet Earth</b> Over and Around To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps.</p> <ul style="list-style-type: none"> <li>• I can identify lines of latitude and longitude. To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.</li> <li>• I can use longitude and latitude</li> </ul>	<p><b>Planet Earth</b> Top and Bottom To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK.</p> <ul style="list-style-type: none"> <li>• I can describe the key features of the polar regions and compare them to the UK.</li> </ul>	<p><b>Planet Earth</b> In the Tropics To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.</p> <ul style="list-style-type: none"> <li>• I can compare the climate of the tropics with the UK climate</li> </ul>	<p><b>Planet Earth</b> On the Line To identify the position and significance of the Prime/ Greenwich Meridian by exploring countries on the Meridian Line.</p> <ul style="list-style-type: none"> <li>• I can explain the position and significance of the Prime Meridian</li> </ul>	<p><b>Planet Earth</b> All the Time in the World To identify the position and significance of time zones (including day and night) by comparing times in different countries.</p> <ul style="list-style-type: none"> <li>• I can explain the position and significance of time zones.</li> </ul>
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<b>Secrets of Success</b>		<b>Try New Things</b> Class and School Vote in school council, team captains School Council Update Pupil Voice	<b>Try New Things</b> School Council Update Pupil Voice	<b>Try New Things</b> School Council Update Pupil Voice	<b>Work Hard</b> School Council Update Pupil Voice	<b>Work Hard</b> School Council Update Pupil Voice	<b>Work Hard</b> School Council Update Pupil Voice
<b>PSHE</b>		<b>Being me</b> <b>Becoming a class team:</b> I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued	<b>Being me</b> <b>Being a school citizen:</b> I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued	<b>Being me</b> <b>Rights, Responsibilities and Democracy:</b> I understand how democracy works through the school council I can recognise my contribution to making a Learning Charter for the whole school	<b>Being me</b> <b>Rewards and Consequences:</b> I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand how rewards and consequences motivate people's behaviour	<b>Being me</b> <b>Our Learning Charter:</b> I understand how groups come together to make decisions I can take on a role in a group and contribute to the overall outcome	<b>Being me</b> Owning our Learning Charter: I understand how democracy and having a voice benefits the school community I understand why our school community benefits from a Learning Charter and can help others to follow it