

Autumn Term Medium Term Planning Yr 4 2016 (Second Half) NC14

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Numeracy	<p>Block 3 Measurement: Length, Perimeter</p> <ul style="list-style-type: none"> • Kilometres • Perimeter on a grid • Perimeter of a rectangle • Perimeter of rectilinear shapes 		<p>Block 4 Multiplication and Division</p> <ul style="list-style-type: none"> • Multiply by 10 • Multiply by 100 • Divide by 10 • Divide by 100 • Multiply by 1 and 0 • Divide by 1 • Multiply and divide by 66 times-table and division facts • Multiply and divide by 9 • 9 times-table and division facts • Multiply and divide by 7 • 7 times-table and division facts 			Assessment week
Literacy	<p>Reading-word reading</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Reading -Comprehension</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 					

Writing-Transcription

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing-Composition

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing-vocabulary, grammar and punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although*
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Genre- Non chronological texts (IPC link Chocolate) Explanation Text: How chocolate is made.

<p>Computing</p> <p>We are toy designers</p>	<p>All children must be taught to</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 					
	<p>Step 1- Finding out about inputs and outputs</p>	<p>Step 2- Designing a toy</p>	<p>Step 3- Designing the toy in Scratch</p>	<p>Step 4- Programming the toy simulation</p>	<p>Step 5- Testing and improving the toy simulation</p>	<p>Step 6 - Pitching the toy.</p>
<p>IPC Includes: Science History Geography Art Music D & T</p>	<p>Chocolate:</p> <p>In Geography, we'll be finding out:</p> <ul style="list-style-type: none"> * Where cacao trees are found * About the factors affecting the growth of cacao trees * About other cash crops <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> * Who first discovered chocolate * Who took the first chocolate to Europe * About the importance of cocoa beans for trade <p>In Science, we'll be finding out:</p> <ul style="list-style-type: none"> * About the ingredients in chocolate * If chocolate causes tooth decay * Why chocolate wrappers are made from special materials * What the melting point of chocolate is <p>In Technology, we'll be finding out:</p> <ul style="list-style-type: none"> * How to make our own chocolate * What we can add to chocolate <p>In Art, we'll be finding out:</p> <ul style="list-style-type: none"> * How to design a wrapper for our chocolate bar <p>In International, we'll be finding out:</p> <ul style="list-style-type: none"> * What fair trade chocolate is * What other fair trade products there are * How important chocolate is 					
<p>Science</p>	<p>During year 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer 					

	<ul style="list-style-type: none"> • them setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. <p>Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey.
History	See IPC
Geography	<p><u>Locational knowledge (See IPC)</u></p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe and the America (IPC link focus on the UK) <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • describe and understand key aspects of: physical geography, including climate zones (temperate zone - focus on local area and physical features) <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate specific areas (locally) and describe features studied
Art	<p>To improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil and clay]</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>
Music	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music
D & T Linked with Host Country not IPC	<p>Technology Learning Targets Children will:</p> <ul style="list-style-type: none"> • Know that the way in which products in everyday use are designed and made affects their usefulness • Be able to design and make products to meet specific needs • Be able to make usable plans • Be able to make and use labelled sketches as designs • Be able to use simple tools and equipment with some accuracy • Be able to identify and implement improvements to their designs and products • Be able to identify the ways in which products in everyday use meet specific needs <p><u>Design</u></p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p><u>Make</u></p> <ul style="list-style-type: none"> • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p>

	<ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Cooking and nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>					
PE	<p>Outdoor PE- swimming, athletics and striking and fielding games Indoor-striking and fielding-soft play Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
Languages	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p>All about me/Greetings</p> <ul style="list-style-type: none"> words and phonics, phrases and phonics, questions and answers, role play. 					
PSHE/ Citizenship/ SEAL	BE FRIENDLY, BE WISE					
	<table border="1"> <tr> <td>To know the importance of friends</td> <td>To find a solution when we fall out with a friend</td> <td>To develop strategies to stay calm when angry</td> <td>To develop strategies to prevent bullying</td> <td>To know what to do in an emergency</td> <td>To know how to keep safe on the internet</td> </tr> </table>	To know the importance of friends	To find a solution when we fall out with a friend	To develop strategies to stay calm when angry	To develop strategies to prevent bullying	To know what to do in an emergency
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RE Devon Agreed Syllabus	Using materials sourced from SACRE agreed resources; Year Four will focus on how stories from the about Jesus inform Christians about how Jesus wanted people to behave. They will also look at the calling of the first disciples and how Christians today try to behave. They will learn about the links between the Bible and the concept of 'Gospels' (good news) and reflect upon how they could live their own lives. This leads to children being able to use this knowledge to help them discuss and understand how they might choose to live their own lives. In the run up to Christmas they will explore the deeper meaning of Christmas using some familiar carols and links to the Bible.					
Environmental Work	Maintaining the allotted area of the school grounds. Using the outdoor school environment where possible to enhance lessons and lesson objectives. Each class has an eco councillor who meet weekly to discuss environmental issues in school.					
Cultural Awareness	To learn about the tradition and culture within our host country; Peru					