

**Autumn Medium Term Planning Yr 4 2018 (First Half) NC14**

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Maths</b>	<p><b><u>Block 1 - Place Value</u></b></p> <ul style="list-style-type: none"> <li>• count in multiples of 6, 7, 9, 25 and 1000</li> <li>• find 1000 more or less than a given number</li> <li>• count backwards through zero to include negative numbers</li> <li>• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>• order and compare numbers beyond 1000</li> <li>• identify, represent and estimate numbers using different representations</li> <li>• round any number to the nearest 10, 100 or 1000</li> </ul>			<p><b><u>Block 2 - Addition and Subtraction:</u></b></p> <ul style="list-style-type: none"> <li>- Add and subtract 1's,10's, 100's, 1000's</li> <li>- Add two 4 digit numbers with no exchange</li> <li>- Add two 4 digit numbers with one exchange</li> <li>- Add two 4 digit numbers with more than one exchange</li> <li>- Subtract two 4 digit numbers with no exchange</li> <li>- Subtract two 4 digit numbers with one exchange</li> <li>- Subtract two 4 digit numbers with more than one exchange</li> <li>- Efficient subtraction</li> <li>- Estimate answers</li> <li>- Checking strategies</li> <li>-</li> </ul>			<p>Assesment Week</p>
<b>English</b>	<p><b>Reading-word reading</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p><b>Reading -Comprehension</b></p> <ul style="list-style-type: none"> <li>• develop positive attitudes to reading and understanding of what they read by:</li> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> </ul>						

- 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] understand what they read, in books they can read independently, by:
- 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)

	<ul style="list-style-type: none"> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by:</li> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• 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.</li> </ul> <p><b>Writing-vocabulary, grammar and punctuation</b></p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul> <p><b>Genre-</b> Persuasive writing (leaflet for a holiday destination) Narrative writing (descriptive setting)</p>
<p><b>Computing</b></p> <p>We are software developers;</p>	<p>We are software developers;</p> <p>All children must be taught to</p> <ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• select, use and combine a variety of software</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>

	Step 1- Playing an analysing educational games.	Step 2- Building game prototype	Step 3- Adding in repetition and keeping track	Step 4- Working on the interface	Step 5- Building and progression	Step 6- Testing and refining
<b>IPC</b> <b>Includes:</b> <b>Science</b> <b>History</b> <b>Geography</b> <b>Art</b> <b>Music</b> <b>D &amp; T</b>	<b>Gateways to the World</b>  In <i>Geography</i> , we'll be finding out: About the connections we have with different places in the world. About the places that we can travel to from our local airport. About the jobs that people do in an airport. About the jobs people do on an airplane. How to plan an airport. How airport expansion can affect the environment. How weather can affect air travel.  In <i>Art</i> , we'll be finding out: About different airline logos and designs. How to create our own airline logo. How to create a sculpture to represent 'flight'  In <i>Technology</i> , we'll be finding out: How to plan and design an in-flight entertainment pack. How to make and evaluate an in-flight entertainment pack  In <i>Society</i> , we'll be finding out: About the jobs people do in an airport. About the jobs people do on an airplane  In <i>International</i> , we'll be finding out: About the use of passports and visas around the world					
<b>Science</b>	<ul style="list-style-type: none"> <li>Working scientifically</li> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> </ul> <b>Sound</b> <ul style="list-style-type: none"> <li>identify how sounds are made</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between pitch of sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases</li> </ul>					
<b>History</b>	(See second half term plan)					
<b>Geography</b>	<u>Locational knowledge</u> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe and the America</li> </ul> <u>Human and physical geography</u>					

	describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including climate zones,</li> </ul> <u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>					
<b>Art</b>	To improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil and clay] to create sketch books to record their observations and use them to review and revisit ideas					
<b>Music</b>						
<b>PE</b>	<b>Outdoor- Invasion Games</b> <b>Indoor-dance and gymnastics</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>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</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>					
<b>Languages</b>	<b>French:</b> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>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.</li> <li>building on their previous knowledge: words and phonics, phrases and phonics, questions and answers, role play.</li> </ul> Topics: Recap on previous learning, new topic Greetings					
<b>PSHE/Citizenship/SEAL</b>	<b>WE'RE ALL STARS!</b>					
	Can I devise a class charter?	To understand the meaning of gifts and talents	To explore feelings	To work cooperatively in a group	To understand how to create a happy playtime	To express ideas and opinions
<b>RE New Devon Agreed Syllabus</b>	Using materials sourced from SACRE agreed resources; Year Four will focus on how stories from the Bible 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.
<b>Environmental Work</b>	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.
<b>Cultural Awareness</b>	To learn about the tradition and culture within our host country; Peru