

Medium Term Plan Autumn Term

Year 4	Autumn Term: Ancient Civilizations
Subject	Key end points in learning
English-Reading	<p>I can ensure that the text makes sense to me as I read through it and can change incorrect reading.</p> <p>I can show my understanding by using what I already know or by using information provided by the teacher.</p> <p>I can make inference based upon what has happened and what's been said.</p> <p>I can make predictions using what has happened already to help me.</p> <p>I will continue to read a range of different poems, using my recital and reasoning skills to make the meaning clear.</p> <p>I can ask and answer questions.</p>
English - Writing	<p>I can plan and write a newspaper report. (Fiction)</p> <p>I can write a non-chronological report. (Non-Fiction).</p> <p>I can write a persuasive argument. (Fiction)</p> <p>I can create a diary entry. (Fiction)</p>
Maths	<p><u>Unit 1 – Place Value 4 digit numbers (1)</u></p> <p>I can recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)</p> <p>I can count in multiples of 6, 7, 9, 25 and 1,000</p> <p>I can identify, represent and estimate numbers using different representations.</p> <p>I can find 1,000 more or less than a given number</p> <p><u>Unit 2 – Place Value 4 digit numbers (2)</u></p> <p>I can identify, represent and estimate numbers using different representations.</p> <p>I can recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)</p> <p>I can order and compare numbers beyond 1,000</p> <p>I can round any number to the nearest 10, 100 or 1,000</p>



	<p><u>Unit 3 – Addition and Subtraction</u></p> <p>I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>I can estimate and use inverse operations to check answers to a calculation.</p> <p>I can solve addition and subtraction two- step problems in contexts, deciding which operations and methods to use and why.</p> <p><u>Unit 4 – Measure Area</u></p> <p>I can find the area of rectilinear shapes by counting squares.</p> <p>I can estimate, compare and calculate different measures, including money in pounds and pence.</p> <p><u>Unit 5 – Multiplication and Division (1)</u></p> <p>I can recall multiplication and division facts for multiplication tables up to 12×12.</p> <p>I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p>
Science	<p><u>Electricity</u></p> <p>I can explain how electricity is useful to us</p> <p>I can construct a simple circuit</p> <p>I can explain what a conductor is and test materials for conductivity</p> <p>I can explain closed and open circuits</p> <p>I can construct a circuit with a switch</p> <p>I can identify whether or not a lamp will light in a simple series circuit</p> <p>I can recognise some common conductors and insulators</p>
Computing	<p><u>4.1 – Coding</u></p> <p>I can turn a real-life situation to solve into an algorithm, using a design that shows how I can accomplish this in code.</p> <p>I can use repetition in my code. For example, using a loop that continues until a condition is met such as the correct answer being entered. I can use timers within my program designs more accurately to create repetition effects. For example, I can create a counting machine. I can</p>



	<p>use selection (decision) in my programming. For example, using an ‘if statement’ for a question being asked and the program takes one of two paths.</p> <p>I can use variables within my program and know how to change the value of variables.</p> <p>I can use the user inputs and output features within my program, such as ‘Print to screen’.</p> <p>I can identify errors in my code by using different methods, such as stepping through lines of code and fixing them.</p> <p>I can read programs that contain several steps and predict the outcomes with increasing accuracy.</p> <p>I can create and improve my solutions to a problem based on feedback. For example, create a program using 2Code.</p> <p>I can review solutions that others have created, using a checklist of criteria</p> <p><u>4.2 – Online Safety</u></p> <p>I have a good understanding of the online safety rules we learn at school.</p> <p>I can demonstrate how to use different online technologies safely.</p> <p>I can demonstrate how to use a few different online services safely.</p> <p>I know I have a right to privacy both on and offline.</p> <p>I recognise that my wellbeing can be affected by how I use technology.</p> <p>I can report with ease any concerns with content and contact online and know immediate strategies to keep safe.</p>
Geography	<p><u>Super Sumerians</u></p> <p>I can locate the world’s countries, using maps.</p> <p>I can identify and describe different features of human geography including land use and types of settlement.</p>
History	<p><u>Ancient Civilizations</u></p> <p>I can identify the achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and a depth study (Ancient Egypt).</p>



	<p>I can learn about the achievements of the earlier civilizations: where and when the first civilizations appeared.</p> <p>I can compare the periods of Ancient Egypt and Ancient Sumer.</p>
Art	<p><u>Islamic Art (Paper, fabric and natural)</u></p> <p>I can research embroidery designs from around the world.</p> <p>I can create my own designs based.</p> <p>I can investigate tie-dying and simple batik work using wax crayon.</p> <p>I can sew simple stitches using a variety of threads and wool.</p> <p>I can create a collage using fabric as a base.</p> <p>I can develop individual and group collages, working on a range of scales.</p> <p>I can use a range of stimulus for collage work, trying to think of more abstract ways of showing views.</p> <p><u>Statues, Statuettes and Figurines (Malleable materials)</u></p> <p>I can develop confidence working with clay adding greater detail and texture</p> <p>I can add colour once clay is dried</p> <p>I can investigate ways of joining clay - scratch and slip</p> <p>I can create work on a larger scale as a group</p> <p>I can use pipe cleaners/wire to create sculptures of human forms</p>
DT	<p><u>Tomb Builders</u></p> <p>I can develop confidence working with clay adding greater detail and texture</p> <p>I can add colour once clay is dried</p> <p>I can investigate ways of joining clay - scratch and slip</p> <p>I can create work on a larger scale as a group</p> <p>I can use pipe cleaners/wire to create sculptures of human forms</p>
Music	<p><u>Ukuleles</u></p>



	<p>I can play and perform musical instruments (Ukulele) with increasing accuracy, fluency, control and expression.</p> <p>I can describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory.</p> <p>I can appreciate and listen to music drawn from different traditions, cultures and composers.</p> <p>I can describe, compare and evaluate different kinds of music, using appropriate musical vocabulary.</p> <p>I can use shape composition, considering dynamics, timbre and tempo.</p> <p>I can perform significant parts from memory and from notation, either on a musical instrument or vocally.</p> <p>I can maintain a simple part within an ensemble.</p> <p>I can create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.</p>
R.E	<p><u>What is the trinity and why is it important for Christians?</u></p> <p>I will learn about about the baptism of Jesus and where this is found in the Bible.</p> <p>I will study the text in detail and find out about what it means for Christians today.</p> <p>I will investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives.</p> <p>I will find out about infant and believer’s baptism in the church and what this means for Christians today.</p> <p><u>What do Hindus believe God is like?</u></p> <p>I can identify Hindu Dharma.</p> <p>I can act as a philosopher considering how Hindus might see the world.</p> <p>I will begin to understand the concepts of Brahman to build up understanding.</p> <p>I will use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.</p>



P.E	<p><u>Real PE Personal (Autumn 1)</u></p> <p>Coordination: Footwork</p> <p>I can combine 3-step zigzag patterns with cross-over (swerve) when I change my lead leg (crossing my back leg over my lead leg, planting it on the floor).</p> <p>I can move in a 3-step zigzag pattern, with a knee raise across my body just before I change lead leg and direction.</p> <p>I can move in a 3-step zigzag pattern, lifting my foot up behind me just before I change lead leg and direction.</p> <p>Static Balance: One Leg</p> <p>Maintaining balance and on both legs:</p> <p>I can stand still on an uneven surface for 30 seconds.</p> <p>I can stand still on an uneven surface for 30 seconds with eyes closed.</p> <p>I can complete 10 squats into ankle extensions.</p> <p>I can complete 5 squats with eyes closed.</p> <p><u>Real Gym (Autumn 1)</u></p> <p>I can consolidate and perform sequences using partner balances and transitions incorporating low apparatus.</p> <p>I can consolidate and perform sequences using a variety of rotations, levels, directions and speeds incorporating hand apparatus.</p> <p><u>Real PE Social (Autumn 2)</u></p> <p>Dynamic Balance to Agility: Jumping and Landing</p> <p>I can jump from 2 feet to 2 feet forwards, backwards and side-to-side.</p> <p>I can hop forward and backwards, freezing on landing.</p> <p>I can jump from 1 foot to the other forwards and backwards, freezing on landing.</p> <p>I can hop sideways, raising my knee and freezing on landing.</p>
-----	---



	<p>I can jump from 1 foot to the other sideways, raising my knee and freezing on landing.</p> <p>Static Balance: Seated</p> <p>In a seated position with no hands or feet touching the floor:</p> <p>I can reach and pick up a cone an arm's distance away, swap hands and place it on the other side (both directions).</p> <p>I can reach, pick up a cone an arm's distance away, and place it on the other side using the same hand (both directions).</p> <p>I can hold a V-shape with straight arms and legs for 10 seconds.</p> <p><u>Real Dance (Autumn 2)</u></p> <p>I can use standing, floor and circles to move between shapes with a partner to create a remembered and repeated sequence.</p> <p>I can explore lifts with a partner.</p> <p>I can explore timings, including fast and slow turns.</p>
MFL	<p><u>Listening</u></p> <p>I can learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p><u>Speaking</u></p> <p>I can communicate with others with improved confidence and accuracy.</p> <p>I can learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p><u>Reading</u></p> <p>I can read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'.</p> <p>I can understand most of what we read in the foreign language when it is based on familiar language.</p> <p><u>Writing</u></p> <p>I can write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p>



PSHE	<p>Autumn 1: What strengths, skills and interests do we have?</p> <p>I can recognise individuality, personal strengths and how to manage setbacks.</p> <p>I understand that personal behaviour can affect other people.</p> <p>I recognise the importance of self-respect and that others should be treated with self-respect.</p> <p>Autumn 2: How do we treat each other's with respect?</p> <p>I understand the impact of bullying, how to respond to hurtful behaviour and the consequences of harmful behaviour.</p> <p>I understand what discrimination means and how to challenge it.</p> <p>I understand privacy and personal boundaries.</p>
------	---