

MEDIUM TERM PLANNING Autumn 1
Marsh Green Primary School



Year 4	Autumn Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 1 Superheroes	Make a Difference Week	Reading: • apply growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words children encounter • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • develop positive attitudes to reading, and an understanding of what they read • understand what they read in books they can read independently • 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 • learn to justify their views about what they have read (increasingly independently by the end of Year 4) Writing: • write: – a character description: using expanded noun phrases and prepositions to build interesting descriptions using co-ordinate and subordinate clauses in sentences understanding the correct terminology for expressing familiar connectives: co-ordinating and subordinating conjunctions. – a recount in the form of a diary entry: using personal and possessive pronouns to link within and between sentences and avoid repetition (noun/pronoun agreement) understanding the correct terminology for expressing familiar time connectives: adverbs understanding the correct terminology for expressing familiar causal connectives: conjunctions, adverbs extending the range of time adverbs/adverbials (today, straightaway, this morning, suddenly, finally, never) extending the range of adverbs of cause (thus, consequently, therefore) using present perfect tense verbs instead of past simple tense to relate time and cause – a non-chronological report in the form of a magazine article: by matching form and organization to purpose by identifying relevant information to include/irrelevant information to discard using present perfect tense verbs instead of simple past tense to relate time and cause understanding the writing process – planning, developing, drafting, revising, editing and polishing – a comic strip, focusing on: matching form and organization to purpose using Power Punctuation, including ellipses, for dramatic effect • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors. • read aloud so that the meaning is clear • use determiners, pronoun, possessive pronouns adverbials • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • 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 • have a sufficient knowledge of spelling, in order to use dictionaries efficiently Revisit: • using higher-level connectives • using notes to plan writing. Understanding the features and purpose of a personal narrative/recount • understanding and using the features of non-chronological reports: paragraphs, headings, subheadings, generalizing language (some, most, often) • using alliteration, onomatopoeia and punctuation for effect					
Maths		Children will learn to: • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)					

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Number and Place Value Addition and Subtraction		- round any number to the nearest 10, 100 or 1,000 - count in multiples of 6, 7, 9, 25 and 1,000 - identify, represent and estimate numbers using different representations - order and compare numbers beyond 1,000 - read roman numerals to 100 (i to c) and know that over time, the numeral system changed to include the concept of zero and place value - find 1,000 more or less than a given number - solve number and practical problems that involve all of the above and with increasingly large positive numbers - count backwards through zero to include negative numbers - interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - estimate and use inverse operations to check answers to a calculation - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why					
Science Living In Environments	Make a Difference Week	To identify a variety of habitats and explore why organisms live in different habitats Children will learn to: - understand what a habitat is - identify a variety of habitats - recognise that animals live in habitats that are suited to their needs Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - 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 - using results to draw	To group organisms according to their characteristics Children will learn to: - identify similarities and differences between similar organisms - group animals and explain the criteria that has been used to sort them - make careful observations to identify the characteristics of different organisms Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including	To classify animals into specific groups according to their characteristics Children will learn to: - identify that animals can be categorised into broad groups according to their characteristics - use a classification key to help them identify which group an animal belongs to - identify a variety of animals that are vertebrates, invertebrates, mammals, amphibians, insects, reptiles, fish and birds Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - making systematic and careful observations and, where appropriate, taking	To use a classification key to identify animals Children will learn to: - use a classification key to identify unfamiliar animals - use close observations to identify an animal's characteristics - create their own classification keys to help identify an animal Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	To identify and classify a variety of British plants Children will learn to: - group a variety of plants according to their characteristics - use a classification key to identify plants - use other sources to help them identify a variety of local plants Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - 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	To explore the human impact on habitats and environments Children will learn to: - describe how one change in a habitat can affect all the organisms within that environment - identify positive ways in which humans can impact the environment - identify negative ways in which humans can impact the environment Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences,

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		simple conclusions, make predictions for new values, suggest improvements and raise further questions e) using straightforward scientific evidence to answer questions or to support their findings	thermometers and data loggers c) gathering, recording, classifying and presenting data in a variety of ways to help in answering questions d) identifying differences, similarities or changes related to simple scientific ideas and processes e) using straightforward scientific evidence to answer questions or to support their findings	accurate measurements using standard units, using a range of equipment, including thermometers and data loggers c) gathering, recording, classifying and presenting data in a variety of ways to help in answering questions d) identifying differences, similarities or changes related to simple scientific ideas and processes e) using straightforward scientific evidence to answer questions or to support their findings	c) gathering, recording, classifying and presenting data in a variety of ways to help in answering questions d) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables e) using straightforward scientific evidence to answer questions or to support their findings	d) identifying differences, similarities or changes related to simple scientific ideas and processes e) using straightforward scientific evidence to answer questions or to support their findings	similarities or changes related to simple scientific ideas and processes d) using straightforward scientific evidence to answer questions or to support their findings
Computing The Internet		To describe how networks physically connect to other networks Children will learn to: - demonstrate how information is shared across the internet - describe the internet as a network of networks - identify why a network needs protecting	To recognise how networked devices make up the internet Children will learn to: - describe the different networked devices and how they connect - explain how the internet allows us to view the WWW - recognise that the World Wide Web is the part of the internet that contains websites and web pages	To outline how websites can be shared via the World Wide Web (WWW) Children will learn to: - describe how to access websites on the WWW - describe where websites are stored when uploaded to the WWW - explain the types of media that can be shared on the WWW	To describe how content can be added and accessed on the WWW Children will learn to: - create media which can be found on website - identify that new content can be created online - recognise that content can be added to the WWW	To recognise how the content of the WWW is created by people Children will learn to: - recognise that there are rules to protect content - explore how websites and their content are created by people - suggest who owns the content on websites	To evaluate the consequences of unreliable content Children will learn to: - identify that not everything on the WWW is true - recognise the reasons why they need to think carefully before sharing or resharing content - explain why some information they find online may not be honest, accurate, or legal
Geography Settlements		To find out about the needs of early settlers and explore the origins of place names	To explore different settlements and how settlements change over time	To use maps and map symbols to explore settlements Children will learn to:	To use grid references to investigate settlements Children will learn to: locate a square using	To plan a new settlement Children will learn to: describe why a plot of land would be good for	To create a map of a settlement Children will learn to: follow a plan to create

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		Children will learn to: - explain who some early settlers were and why they settled in Britain - describe the needs of early settlers and how they chose land to suit these needs - identify the origins of some common British place names	Children will learn to: - define what hamlets, villages, towns and cities are - identify whether a settlement is a hamlet, village, town or city - explain how some settlements have changed over time, giving reasons as to why this is	- identify that there are lots of different types of maps, including Ordnance Survey maps - identify a variety of map symbols and abbreviations correctly - use an Ordnance Survey map to answer questions about a settlement	four-figure grid references - locate a square using six-figure grid references - create their own questions involving grid references	a new settlement - make decisions about which amenities and services they will include in a new settlement - make decisions about how they will set out their settlement	a map - create a key for a map - evaluate their finished settlement maps and discuss what works well
Art Vincent Van Gogh		To use lines to create depth and texture Children will learn to: - identify techniques that Van Gogh used in his paintings - use acrylic or oil paints effectively - use line and colour in their paintings to create depth	To use colours and lines to create shade and tint Children will learn to: - mix paints to create shades - mix paints to create tints - use different art techniques in their work	To revisit and develop ideas Children will learn to: - reflect on their work - develop their techniques through practice - use paints to make shades and textures	To use lines to create movement Children will learn to: - use a variety of different lines in their sketches - experiment with the different marks they can make with a pencil - reflect on the different techniques they use	To develop sketching techniques Children will learn to: - practise pencil control when sketching - use a variety of techniques when sketching - evaluate their own work and make appropriate changes	To use lines and colour to create portraits in the style of Van Gogh Children will learn to: - recognise examples of Van Gogh's style in his portraits - separate images into sections to help them judge proportions - use a variety of techniques in their own portrait art
RE Big Question: What is special to me and the people in my community? What makes me the person I am?		Children will learn to: - discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including music, art and poetry - discuss and apply their own and others' ideas about ethical questions including ideas about what is right and wrong and what is just and fair,	Children will learn to: - discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including music, art and poetry - discuss and apply their own and others' ideas about ethical questions including ideas about what is right and wrong and what is just and fair,	Children will learn to: - discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including music, art and poetry - discuss and apply their own and others' ideas about ethical questions including ideas about what is right and wrong and what is just and fair,	Children will learn to: - discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including music, art and poetry - discuss and apply their own and others' ideas about ethical questions including ideas about what is right and wrong and what is just and fair,	Children will learn to: - discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including music, art and poetry - discuss and apply their own and others' ideas about ethical questions including ideas about what is right and wrong and what is just and fair,	Children will learn to: - discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including music, art and poetry - discuss and apply their own and others' ideas about ethical questions including ideas about what is right and wrong and what is just and fair,

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		- and express their own clearly in response - observe and understand varied examples of religions and worldviews, so that they can explain with reasons, their meanings and significance to individuals and communities - understand the challenges of the commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives	- and express their own clearly in response - observe and understand varied examples of religions and worldviews, so that they can explain with reasons, their meanings and significance to individuals and communities - understand the challenges of the commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives	- and express their own clearly in response - observe and understand varied examples of religions and worldviews, so that they can explain with reasons, their meanings and significance to individuals and communities - understand the challenges of the commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives	- and express their own clearly in response - observe and understand varied examples of religions and worldviews, so that they can explain with reasons, their meanings and significance to individuals and communities - understand the challenges of the commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives	- and express their own clearly in response - observe and understand varied examples of religions and worldviews, so that they can explain with reasons, their meanings and significance to individuals and communities - understand the challenges of the commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives	- and express their own clearly in response - observe and understand varied examples of religions and worldviews, so that they can explain with reasons, their meanings and significance to individuals and communities - understand the challenges of the commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives
PSHE Respect		Children will learn to: - identify how important friendships are in making us feel happy and secure - identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties	Children will learn to: - acquire practical steps they can take in a range of different contexts to improve or support respectful relationships - understand how to recognise and report feelings of being unsafe or feeling bad about any adult - appreciate the importance of self-respect and how this links to their own happiness	Children will learn to: - identify that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right - understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		Children will learn to: recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed recognise reasons for rules and laws; consequences of not adhering to rules and laws	
Music Mamma Mia		Children will learn to: know the difference between pulse and rhythm and be able to	Children will learn to: play an instrumental part on the glockenspiel (or	Children will learn to: play by ear, or from notation, using the note(s) 'G' or G + A	Children will learn to: - identify the structure of a song - identify the	Children will learn to: identify some of the style indicators of ABBA music (1970's	Children will learn to: contribute to a class performance by singing, playing a

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		- keep the internal pulse copy back, play and invent rhythmic and melodic patterns with increasing accuracy - sing a pop song in unison with an awareness of others and of being in tune	- another instrument being learned) with accuracy and in time - sing a pop song in unison with an awareness of others and of being in tune	- improvise using the note 'G' - compose a simple melody using simple rhythms and use it as part of the performance (using the notes: G, A + B) - sing a pop song in unison with an awareness of others and of being in tune	- instruments and types of voices heard in an ABBA song (Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums) - sing a pop song in unison with an awareness of others and of being in tune	pop) and start to describe pieces using musical vocabulary	- notated part, improvising or sharing a composition - sing a pop song in unison with an awareness of others and of being in tune - describe their thoughts and feelings about a performance – i.e. what went well / could be improved?
Sports Invasion Games 1		Children will learn to: - Use good throwing and catching techniques - Use what they have learned to improve the quality of their throwing and catching	Children will learn to: - Consolidate and improve the quality of their throwing and catching techniques and their ability to link movements - Work as a team in relay-style games	Children will learn to: - Consolidate and improve the quality of their throwing and catching techniques and their ability to link movements - Use these skills in game situations	Children will learn to: - Concentrate on control and accuracy when throwing, catching and dribbling the ball - Consolidate and improve the quality of their techniques and their ability to link movements	Children will learn to: - Use passing, receiving and dribbling skills in game situations - Improve their ability to choose and use simple tactics	
Autumn 1 Gym Balance		Children will learn to: - Identify and use different body parts to balance on and know which combinations produce stable or unstable bases - Balance and show specific planned body shapes - Move into and from balances with control and accuracy - Create a sequence on balance showing planned variations in shape, speed and levels					
French On y Va (All aboard)		Children will learn to: - Listen attentively to spoken French and show understanding by joining in and responding - Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words - Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases - Appreciate stories, songs, poems and rhymes in French - Read carefully and show understanding of words, phrases and simple writing					