

Year 4	Autumn Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 2 Board Games	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 vivid description of a character and setting for a board game: understanding form, purpose and audience – a background story and clear, concise instructions for a board game: using varied sentence structures, including sentences with subordinate clauses and single-clause sentences (simple sentences) for effect, using rhetorical questions and using headings, subheadings, bullet points and numbers to organize ideas – a persuasive advert for a board game: using repetition for effect, using rhetorical questions, using superlatives and other emotive vocabulary to persuade and using varied sentence structures, including sentences with subordinate clauses and single-clause sentences (simple sentences) for effect. • use personal pronouns to link within and between sentences and avoid repetition (noun/pronoun agreement) • use varied sentence structures, including sentences with subordinate clauses and single-clause sentences (simple sentences) for effect • use present perfect tense verbs instead of past simple tense to relate time and cause. • extend the range of prepositions of place (in, at, on, under, past, through, along, between) • understand the correct terminology for expressing familiar causal connectives, time connectives • use imperative verbs, adverbs and adjectives to create more detailed instructions • use personal pronouns as a persuasive feature • 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 • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors • read aloud so that the meaning is clear Revisit: • using paragraphs to organize and sequence ideas • using alliteration and punctuation for effect • exploring the structure, form and purpose of instructions • using varied sentence forms: statements, commands, questions • using prepositions to clarify instructions						

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Maths Perimeter Multiplication and Division	Children will learn to: - convert between different units of measure [for example, kilometre to metre; hour to minute] - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - recall multiplication and division facts for multiplication tables up to 12×12 - 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 - solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days					
Science Eating and Digestion	To identify and classify carnivores, herbivores and omnivores Children will learn to: - explain why all animals, including humans, need to eat - identify animals that are carnivores, herbivores and omnivores - classify animals according to their diet 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 - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	To construct and interpret a variety of food chains Children will learn to: - explain what the terms 'producer' and 'consumer' mean in relation to food chains - interpret food chains - construct food chains 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 - 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,	To identify the different types of teeth in humans and identify their functions Children will learn to: - identify the different types of human teeth - understand that the shape of teeth make them useful for different purposes - suggest reasons why animals might have different types of teeth 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 - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	To explore different ways of keeping teeth healthy Children will learn to: - recognise that humans have two sets of teeth during their lifetime - explain why it is important to look after teeth - describe ways in which people can make sure their teeth stay healthy 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, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings	To investigate how the digestive system works Children will learn to: - ask relevant questions - use different sources of information to find the answers to questions they have asked - name some of the organs associated with the digestive system Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - 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	To describe the functions of the basic parts of the digestive system Children will learn to: - name the organs associated with the digestive system - describe the basic functions of the organs associated with the digestive system - describe the process of digesting food Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - using straightforward scientific evidence to answer questions or to support their findings

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	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	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		e) using straightforward scientific evidence to answer questions or to support their findings	
Computing Audio Editing	To identify that sound can be digitally recorded Children will learn to: - identify digital devices that can record sound and play it back - identify the inputs and outputs required to play audio or record sound - recognise the range of sounds that can be recorded	To use a digital device to record sound Children will learn to: - identify what other people include when recording sound for a podcast - suggest how to improve my recording - use a device to record audio and play back sound	To understand that a digital recording is stored as a file Children will learn to: - identify why it is useful to be able to save digital recordings - plan and write the content for a podcast save a digital recording as a file	To identify that audio can be changed through editing Children will learn to: - identify ways in which audio recordings can be altered - edit sections of an audio recording - open a digital recording from a file	To show that different types of audio can be combined and played together Children will learn to: - select suitable sounds to include in a podcast - identify sounds that other people combine - use editing tools to arrange sections of audio	To evaluate editing choices made Children will learn to: - identify the features of a digital recording they like - explain why digital recordings need to be exported to share them - suggest improvements to a digital recording
History Anglo-Saxons, Picts and Scots	To find out what coasts are and how they are formed Children will learn to: - identify coastal areas using maps - understand that coastal areas are constantly changing - explain what erosion and depositional landforms are	To find out about the physical features of coasts and the processes of erosion that affect them Children will learn to: - understand how coastal erosion takes place - describe how caves, stacks and arches are formed - understand that human activity can also cause erosion	To explore different strategies of coastal management Children will learn to: - identify and explain different strategies for coastal management - describe advantages and disadvantages of using coastal management strategies - understand how coastal management strategies affect people's lives now and in the future	To identify different types of beaches Children will learn to: - identify different types of beaches - describe the physical features of different types of beaches using appropriate vocabulary - describe the human features of different types of beaches using appropriate vocabulary	To use maps and secondary sources to research and describe coastal areas Children will learn to: - use maps to locate a coastal holiday location - use secondary sources to research a coastal holiday location - communicate in ways suitable to the task	To earn how changes in land use will affect people and the environment in different ways Children will learn to: - identify different viewpoints about the proposed building of the hotel - understand how changing land use affects people in different ways, now and in the future
DT Light-Up Signs	To investigate and analyse illuminated signs Children will learn to: suggest reasons why it	To understand how LEDs may be used instead of traditional incandescent bulbs in series circuits	To develop ideas for a decorative illuminated sign Children will learn to:	To select and use tools, equipment, materials and components to make the enclosure of a decorative	To construct a working circuit with one or more lights Children will learn to:	To investigate ways in which computers can be used to program and control lights in a product Children will learn to: identify products which contain microcontrollers which

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	is helpful to illuminate signs • identify distinguishing features of a variety of illuminated signs • investigate ways in which very simple circuits for illuminated signage might be constructed	Children will learn to: • suggest some problems with using traditional, incandescent bulbs in products • suggest some aesthetic and practical reasons for using LEDs instead • construct a circuit with an LED	• identify potential audiences and purposes for a product design • suggest practical considerations about how to fit essential components in/on a product • consider tools and techniques they may need to use when constructing a product of their own design	illuminated sign Children will learn to: • identify ways in which their existing designs could be adapted for the materials available • select appropriate tools and materials for construction of their design • identify ways in which they can work safely while constructing their design	• recall how to create a simple series circuit with a light • select and use appropriate tools, materials and components to construct a circuit • decide on an appropriate way to fit electrical components inside their designs	control lights • make algorithms with simple sets of instructions which describe how a flashing LED is controlled • write or edit programs to control an LED
RE Big Question: What is special to me and the people in my community? What religions are represented in our neighbourhood?	Children will learn to: • consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to the concepts of community, values and respect • 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	Children will learn to: • consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to the concepts of community, values and respect • 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	Children will learn to: • consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to the concepts of community, values and respect • 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	Children will learn to: • consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to the concepts of community, values and respect • 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	Children will learn to: • consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to the concepts of community, values and respect • 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	Children will learn to: • consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to the concepts of community, values and respect • 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

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PSHE Falling Out and Making Up	Children will learn to: appreciate how important friendships are in making us feel happy and secure, and how people choose and make friends	Children will learn to: know 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: - understand 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 - appreciate the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	Children will learn to: 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 - identify where to get advice, e.g. family, school and/or other sources - identify what sorts of boundaries are appropriate in friendships with peers and others	
Music Glockenspiel 2	Children will learn to: - recognise the difference between pulse and rhythm - further develop playing skills using the glockenspiel - follow the directions of a musical leader - handle instruments carefully and correctly	Children will learn to: - learn more complex rhythm patterns - revise and play the notes C, D, E, F + G - further develop playing skills using the glockenspiel - follow the directions of a musical leader - handle instruments	Children will learn to: - play a selection of tunes from memory / following the note names - recognise how music can be notated on a stave - further develop playing skills using the glockenspiel	Children will learn to: - recognise how music can be notated on a stave - compose using the notes C + D + E - further develop playing skills using the glockenspiel - follow the directions of a musical leader	Children will learn to: - contribute to a class performance by playing a notated part, improvising or sharing a composition - further develop playing skills using the glockenspiel - follow the directions of a musical leader	Children will learn to: - contribute to a class performance by playing a notated part, improvising or sharing a composition - describe their thoughts and feelings about a performance – i.e. what went well / could be improved? - further develop playing skills using the glockenspiel - follow the directions of a musical leader - handle instruments carefully and correctly – appropriate use of beaters, correct striking distance...etc.	

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	– appropriate use of beaters, correct striking distance...etc.	carefully and correctly – appropriate use of beaters, correct striking distance...etc.	- follow the directions of a musical leader - handle instruments carefully and correctly – appropriate use of beaters, correct striking distance...etc.	handle instruments carefully and correctly – appropriate use of beaters, correct striking distance...etc.	handle instruments carefully and correctly – appropriate use of beaters, correct striking distance...etc.	
Sports Invasion Games 2	Children will learn to: - How to dribble and stop a football - Recognise aspects of their work that need improving	Children will learn to: - Develop the range and consistency of their passing and receiving skills - Use rules and adapt tactics in different situations	Children will learn to: - Develop the range and consistency of their football skills - Use and adapt tactics, such as creating space and communicating, in different game situations	Children will learn to: - Develop their attacking and defending skills - Use rules and adapt tactics in different situations - Find space and help each other	Children will learn to: - Play in a team and help each other - Recognise when speed, strength and stamina are important in games	
Dance Diwali	Children will learn to: - Explore and create characters and narratives in response to stimuli - Create and link dance phrases using a simple dance structure or motif - Keep up an activity over a period of time and know they need to warm up and cool down for dance	Children will learn to: - Improvise freely on their own and with a partner, translating ideas from a stimulus into movement - Create dance phrases and narratives using simple choreographic principles and motifs	Children will learn to: - Improvise with a group, translating ideas from a stimulus into movement and narrative - Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own and with a group	Children will learn to: - Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in a group - Perform more complex dance phrases and dances that communicate character and narrative		
French L'Argent de poche (Pocket Money)	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 - Engage in conversations, ask and answer questions, and express opinions and respond to those of others - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Present ideas and information orally to a range of audiences - Read carefully and show understanding of words, phrases and simple writing					