

Stanbridge Lower School

Medium Term Planning: Autumn – Year Four



	Autumn 1	Autumn 2
Overarching Theme	<u>Invasion</u>	
English Unit	<p><u>Writing to Entertain: Graphic Novel</u></p> <ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Use and punctuate direct speech. • Plan writing by discussing and recording ideas. • Create characters, setting and plot in narrative. • Use conjunctions, adverbs and prepositions to express time and cause. • Assess the effectiveness of their own and others' writing and suggest improvements. • 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. <p><u>Writing to Persuade: Persuasive Speech</u></p> <ul style="list-style-type: none"> • 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. • Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. • 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. • Plan writing by discussing and recording ideas. • Draft and write by organising paragraphs around a theme. • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • 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. <p><u>Poetry – Poem (free verse)</u></p> <ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary. • Read aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Add detail to expanded noun phrases with adjectives before the noun. • Add detail with prepositional phrases before or after the noun. • Progressively build a varied and rich vocabulary. • Organise paragraphs around a theme. 	<p><u>Writing to Inform: Explanation</u></p> <ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas. • Extend the range of sentences with more than one clause by using a wider range of conjunctions. • Use fronted adverbials, followed by a comma. • Use conjunctions, adverbs and prepositions to express time and cause. • Use a range of prepositions and prepositional phrases. • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. • In non-narrative material, use simple organisation devices (e.g. heading and sub-headings). • Organise paragraphs around a theme. • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency. • Proof-read for spelling and punctuation errors. • Increase the legibility, consistency and quality of their handwriting. • 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. <p><u>Writing to Entertain: Narrative</u></p> <ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Organise paragraphs around a theme. • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use inverted commas and other punctuation to indicate direct speech. • Use fronted adverbials • Using commas after fronted adverbials. • In narratives, create settings. • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. • In narratives, create character. • Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing rang of sentence structures.

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	<ul style="list-style-type: none"> Assess the effectiveness of their own and others writing, suggesting improvements. Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Discuss and record ideas. In narratives, create settings, character and plot. Assess the effectiveness of own and others' writing and suggest improvements. Proof-read for spelling and punctuation errors.
Reading Focus	<p><u>Graphic Novel:</u> Arthur and the Golden Rope by Joe Todd Stanton</p> <p><u>Persuasive Speech:</u> The King who Banned the Dark by Emily Haworth-Booth</p> <p><u>Poetry (free verse):</u> 'A Small Dragon' by Brian Patten</p>	<p><u>Explanation:</u> Until I Met Dudley by Roger McGough and Chris Riddell; Rosie Revere, Engineer by Andrea Beaty and David Roberts; This Book Thinks You're an Inventor by Georgia Amson-Bradshaw and Harriet Russell; How Everything Works by Clive Gifford</p> <p><u>Narrative:</u> Starbird by Sharon King-Chai; Zeraffa Giraffa by Diane Hofmeyr and Jane Ray</p>
Spelling Focus	<p>Suffixes</p> <p>-y -er -est -ed -ment -ness -less -ful</p>	<p>Suffixes</p> <p>-tion -ation -sion -ssion -cian</p>
Handwriting Focus	<ul style="list-style-type: none"> -Practise joining through a word in stages: no ascenders or descenders -Practise joining through a word in stages: parallel ascenders -Introducing joining s -Introducing joining r -Introducing break letters 	<ul style="list-style-type: none"> -Introducing joining f -Introducing joining ff -Introducing joining rr -Introducing joining ss -Introducing joining qu -Revising parallel ascenders and descenders
Oracy Focus	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic Initiating and responding to comments; imagining and exploring ideas Speak audibly and fluently with an increasing command of standard English Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others 	
Maths Unit (White Rose)	<p><u>Place Value:</u></p> <ul style="list-style-type: none"> Represent number to 1,000 and 10,000. Partition numbers to 1,000 and 10,000. Number line to 1,000 and 10,000. Thousands. Flexible partitioning of numbers to 10,000. Find 1, 10, 100, 1,000 more or less. Estimate on a number line to 10,000. Compare number to 10,000. Order numbers to 10,000. Roman numerals. Round to the nearest 10, 100 or 1,000. <p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> Add and subtract 1s, 10s, 100s and 1,000s. 	<p><u>Area:</u></p> <ul style="list-style-type: none"> What is area? Count squares. Make shapes. Compare areas. <p><u>Multiplication and Division A:</u></p> <ul style="list-style-type: none"> Multiples of 3. Multiply and divide by 6 and times table facts. Multiply and divide by 9 and times table facts. The 3, 6 and 9 times-tables. Multiply and divide by 7 and times table facts. 11 times table and division facts. 12 times table and division facts. Multiply by 1 and 0. Divide a number by 1 and itself.

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	<ul style="list-style-type: none"> • Add up to two 4-digit numbers – no exchange, one exchange, more than one exchange. • Subtract two 4-digit numbers – no exchange, one exchange, more than one exchange. • Efficient subtraction. • Estimate answers and checking strategies. 	<ul style="list-style-type: none"> • Multiply three numbers.
<p>Health & Wellbeing PSHE Association</p>	<p><u>Health and Wellbeing</u> <u>Healthy Lifestyles:</u></p> <ul style="list-style-type: none"> • Understand what positively and negatively affects their physical, mental and emotional health. • Understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. • Develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. • Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. • Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. • Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. • Learn what is meant by the term 'habit' and why habits can be hard to change. • Learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. <p><u>Growing and Changing:</u></p> <ul style="list-style-type: none"> • Deepen understanding of good and not so good feelings, to extend their vocabulary to explain the range and intensity of their feelings to others • Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. • Learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. 	<p><u>Keeping Safe:</u></p> <ul style="list-style-type: none"> • Differentiate between the terms, 'risk', 'danger', and 'hazard'. • Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience. • Recognise how their increasing independence brings increased responsibility to keep themselves and others safe. • Know pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. • Recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. • Know school rules about health and safety, basic emergency aid procedures, where and how to get help. • Develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety). • Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. • Know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request. • Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.
<p>RE</p>	<p><u>How and Why do People Try to Make the World a Better Place?</u></p> <ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). • Make links between religious beliefs and teachings and why people try to live in ways that make the world a better place • Make simple links between teachings - how to live and ways in which people try to make the world a better place (e.g. <i>Tikkun Olam</i>/charity Tzedek). • Identify some differences in how people put their beliefs into action 	<p><u>What are the Deeper Meanings of the Festivals?</u></p> <ul style="list-style-type: none"> • Identify and describe how festivals from at least three religions are celebrated, using the right words. • Consider questions about the belief that God is at work in human life and stories which show how this should be celebrated. • Describe how people show devotion to God and commitment to key values in their festivals. • Identify similarities, differences and generalities in relation to festivals

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	<ul style="list-style-type: none"> Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. 	<ul style="list-style-type: none"> Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons. Make links between different religions, which all celebrate the triumph of goodness over evil.
PE	<p><u>Dance – Carnival of the Animals:</u></p> <ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. 	<p><u>Gym – Movement:</u></p> <ul style="list-style-type: none"> Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique; travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.
Science	<p><u>Food and the Digestive System:</u></p> <ul style="list-style-type: none"> Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs). Construct and interpret a variety of food chains and webs to show interdependence and how energy is passed on over time. Explain how unfamiliar habitats, such as a mountain or ocean, can change over time and what influences these changes. Describe the purpose of the digestive system, its main parts and each of their functions. Identify the four different types of teeth in humans and other animals, and describe their functions. Describe what damages teeth and how to look after them. Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them. Take accurate measurements in standard units, using a range of equipment. Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately. Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections. Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. 	<p><u>Sound:</u></p> <ul style="list-style-type: none"> Explain how sounds are made and heard using diagrams, models, written methods or verbally. Explain how sounds are made and heard using diagrams, models, written methods or verbally. Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately. Compare how the volume of a sound changes at different distances from the source. Compare and find patterns in the volume of a sound, using a range of equipment, such as musical instruments. Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them. Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs). Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions.
Computing	<ul style="list-style-type: none"> Identify appropriate behaviour when contributing to collaborative online projects for learning. Recognise that the school network links computers to allow the sharing of resources. 	

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	<ul style="list-style-type: none"> • Apply computing skills to use new computing software. • Describe and demonstrate a simple program that contains a looping element and how part of a program may need repetition. 	
History	<u>Invasion:</u> <ul style="list-style-type: none"> • Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. • Explain in detail the multiple causes and effects of significant events. • Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. • Sequence significant dates about events within a historical time period on historical timelines. • Explain the cause, consequence and impact of invasion and settlement in Britain. • Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. • Construct a profile of a significant leader using a range of historical sources. • Describe a series of significant events, linked by a common theme, that show changes over time in Britain. • Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. • Describe the significance and impact of power struggles on Britain. • Construct a profile of a significant leader using a range of historical sources. • Explain in detail the multiple causes and effects of significant events. 	
Geography	<u>Interconnected World:</u> <ul style="list-style-type: none"> • Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. • Use four or six-figure grid references and keys to describe the location of objects and places on a map. • Identify the location of the Tropics of Cancer and Capricorn on a world map. • Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. • Explain climatic variations of a country or continent. • Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. • Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. • Describe how natural resources can be harnessed to create sustainable energy. • Describe a range of human features and their location and explain how they are interconnected. • Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. • Investigate a geographical hypothesis using a range of fieldwork techniques. 	
Art	<u>Warm and Cool Colours:</u> <ul style="list-style-type: none"> • Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. • Compare and contrast artwork from different times and cultures. • Develop techniques through experimentation to create different types of art. • Give constructive feedback to others about ways to improve a piece of artwork. 	<u>Warp and Weft:</u> <ul style="list-style-type: none"> • Compare and contrast artwork from different times and cultures. • Choose from a range of materials, showing an understanding of their different characteristics. • Develop techniques through experimentation to create different types of art. • Give constructive feedback to others about ways to improve a piece of artwork.
Design & Technology	<u>Fresh Food, Good Food:</u> <ul style="list-style-type: none"> • Explain how and why a significant designer or inventor shaped the world. • Investigate and identify the design features of a familiar product. • Identify and name foods that are produced in different places in the UK and beyond. • Use annotated sketches and exploded diagrams to test and communicate their ideas. • Prototype shell and frame structures, showing awareness of how to strengthen, stiffen and reinforce them. 	

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	<ul style="list-style-type: none"> • Design a healthy snack or packed lunch and explain why it is healthy. • Identify and use a range of cooking techniques to prepare a simple meal or snack. • Choose from a range of materials, showing an understanding of their different characteristics. • Work safely with everyday chemical products under supervision, such as disinfectant hand wash and surface cleaning spray. • Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements. 	
MFL	<p><u>All Around Town:</u></p> <ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • 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. • Present ideas and information orally to a range of audiences. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 	<p><u>On the Move:</u></p> <ul style="list-style-type: none"> • Present ideas and information orally to a range of audiences. • Understand basic grammar appropriate to the language (conjugation of high-frequency verbs). • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Describe people, places, things and actions orally and in writing. • Engage in conversations; ask and answer questions.
Music	<p><u>Mamma Mia</u></p> <ul style="list-style-type: none"> -Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. -Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. -Find the pulse whilst listening 	<p><u>Stop!</u></p> <ul style="list-style-type: none"> - Identify the structure: Intro and 6 rapped verses, each with a sung chorus. -Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums. -Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture