**Speaking and Listening**

**Reading**

Word Reading

Comprehension

**Writing**

Phonics and Spelling

Punctuation

Vocabulary

Sentence and Text

Handwriting and presentation

Composition

Story

Information

Poetry

**Science**

Working Scientifically – Planning

Working Scientifically – Recording

Evidence

Working Scientifically – Conclusions

Plants

Animals, including Humans

Life Processes

All Living Things

Habitats

Everyday Materials

Changing Materials

Light and Sound

Electricity

Forces and Magnets

**Mathematics**

Problem Solving

Communicating

Reasoning

Number and Place Value

Mental Maths

Operations – Addition

Operations – Subtraction

Operations – Multiplication

Operations – Division

Fractions and Decimals (KS1)

Fractions, Decimals and Percentages (KS2)

Algebra (KS2)

Ration and Proportion (KS2)

Geometry – 2D Shapes

Geometry – 3D Shapes

Position and Direction (KS1)

Position and Movement (KS2)

Measures – Length

Measures – Mass

Measures – Capacity & Volume

Measures – Time

Statistics – Processing and representing data

|  |  |  |  |
| --- | --- | --- | --- |
| Text 1 Lucy and Andy Neanderthal by Jeffrey Brown | Text 2- Wolf Brother  Michelle Paver | Text 3- The Boy with the Bronze Axe Kathleen Fidler | Text 4- Stone Age Tablet Andrew Langley |

Statistics – Interpreting data

**Physical Education**

Swimming and Water Safety

Running & Jumping

Throwing & Catching

Flexibility, Technique, Control and Balance

Co-ordination, Agility & Strength

Movement & Pattern

Healthy & Active Lifestyle

**Computing**

Finding Things Out

Making Things Happen

Programming

Sharing & Reviewing

Investigating & Exploring

**Art & Design**

Drawing

Painting

3D Modelling

Printing

Textiles

**Design & Technology**

Design

Make

Evaluate

Axis, Pulleys and Gears

Electrical and Mechanical

Components

Food Technology

Mechanisms

Structures

Textiles

**Geography**

Geographical Enquiry

Geographical Skills & Fieldwork

Location & Place Knowledge

Human and Physical

Sustainability

**History**

Finding Out

About the Past (Enquiry)

Finding Out

About the Past (Chronology)

Historical Events

Lifestyles of People in the Past

Significant People in the Past

**Religious Education**

Learning about Religion

Learning from Religion

**Modern Foreign Languages**

Listening and Responding

Speaking

Writing

**Music**

Play and Perform

Improvise and Compose

Listen and Understand

Musical Notation (KS2)

History of Music

**PSHE**

Health & Wellbeing

Relationships

Living in the Wider World

Are we any better?

**STUNNING STARTER**

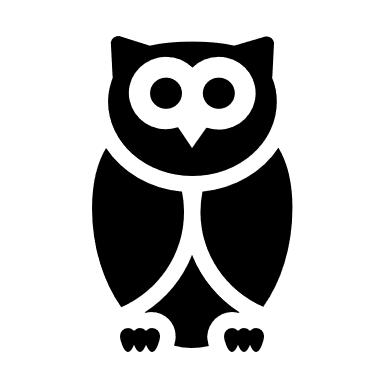
Mixing up cave paint using oil and different types of mud, clay or ground up charcoal.

Stone Age recipe. (oatcakes, stewed fruit) CHECK ALLERGIES

**FANTASTIC FINISH**

To plan and make a video presentation with parents based on Stone, Bronze and Iron Age**.**

**Medium Term Plan**



Term: **AUTUMN** Class: Y3/4 Teachers: Mr Vaughan, Mr Cooper, Mr Shuttleworth

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing Genres**  **KEY EVENTS (COVID dependant)**  **- Art Week**  **- Rossall Carols**  **-Open Afternoon**  **-Xmas Market** | | | | |
| Story | Poetry | Non-chronological | |
| Newspaper reports | Letters / Diary | Play Scripts | Recount |
| Persuasive | Explanation | Biography | Autobiography |

**Reading**

**Texts analysed will be Poetry, Non-chronological reports, Newspaper articles, Narratives and Description pieces**

To read books/texts at an age appropriate interest level.

To use knowledge of root words to understand meanings of words.

To use prefixes to understand meanings e.g*. in- , ir–, sub–, inter–super–, anti–, auto–.*

To use suffixes to understand meanings e.g. –ation, - tion, –ssion, –cian, -sion.

To read and understand words from the Year 4 list.

To listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.

To regularly listen to whole novels read aloud by the teacher.

To read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.

To learn a range of poems by heart and rehearse for performance.

To prepare poems to read aloud, showing understanding through intonation, tone, volume and action.

To orally retell a range of stories.

To identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination e.g. *metaphors, similes.*

To explain the meaning of key vocabulary within the context of the text.

To use dictionaries to check meanings of words in the texts that they read.

To make predictions based on information stated and implied.

To demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.

To justify responses to the text using the PE prompt (Point + Evidence).

To recognise and analyse different forms of poetry e.g. haiku, limericks, *kennings.*

To prepare for research by identifying what is already known about the subject and key questions to structure the task.

To navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.

To record information from a range of non-fiction texts.

To scan for dates, numbers and names.

To analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary,*

To explain how paragraphs are used to order or build up ideas, and how they are linked.

To participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.

Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.

**ENGLISH**

**Genres  
Poetry** (water cycle-Science link)

**Non-chronological Report-**Write non-chronological reports about prehistoric life (focus on clothing, lifestyle and food-History link)

**Newspaper Article** (Discovery of Wrekin Hill Fort, Shropshire Iron Age) or Maiden Castle hill-fort (Iron Age)(History link)

**Narrative** (Rama and Sita-RE) (Pre-historic Age – Adventure use class reader) (Cave Art)

**Description** (Fashion from Stone Age-Iron Age)

Writing

To use the first three letters of a word to check its spelling in a dictionary.

To use further prefixes, e.g. *in- , im- ir–, sub–, inter–, super–, anti–, auto–.*

To use further suffixes, e.g. –*ation, - tion, –ssion, –cian.*

To spell words from the Year 3/4 list (selected from the statutory Year 3/4 word list)

To write with consistency in size and proportion of letters.

To read and analyse narrative, non-fiction and poetry in order to plan their own versions.

To identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.

To discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.

To develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.

To plan and write an opening paragraph which combines setting and character/s.

To generate and select from vocabulary banks e.g. adverbial phrases and technical language

To use different sentence structures

To use paragraphs to organise writing in fiction and non-fiction texts.

To use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists.

To link ideas across paragraphs using fronted adverbials for when and where

To proofread to check for errors in spelling, grammar and punctuation.

To discuss and propose changes to own and others’ writing with partners/small groups.

To improve writing in light of evaluation.

**SPaG focus**

To use commas to mark clauses in complex sentences.

To Identify, select and use determiners including:- articles: *a/an, the* - demonstratives : *this/that; these/those*- possessives: *my/your/his/her/its/our/their*

To Identify, select and effectively use pronouns.

To explore, identify, collect and use noun phrases.

To use apostrophes for singular and plural possession

**COMPUTING**

To select text and change the font style, size and colour

To select text and use Bold and Underline icons

To use the scroll bars to view different parts of the document justify / align text

To import graphics and add text

To print using the menu

To use print preview

**Use a variety of software and devices to create digital assets such as programs, graphs and multimedia content for a defined purpose (Presentation about Life in Stone Age, Bronze Age and Iron Age- chronologically and changes, dates to be used)**

To import graphics (position and align)

To use the spell checker

To use find, search and replace if appropriate

To use page setup to choose portrait or landscape page as appropriate

To learn how to insert and use a simple table

To use the Zoom menu to view the whole page

**Use and combine a variety of software and devices with increasing independence, to create a range of digital assets such as programs, databases, systems and multimedia content. (Presentation about Life in Stone Age, Bronze Age and Iron Age- chronologically and changes, dates to be used)**

To continue to be aware of Internet safety rules

**NON-NEGOTIABLES**

**- -** Food Technology

- Practical Science Experiments

- English unit evident and embedded throughout the week.

MFL French

**Common phrases/Greetings/Topic associated language**

To recognise and respond to sound patterns and words.

To listen attentively and understand instructions, everyday classroom language and praise words.

To memorise and present a short-spoken text.

To read some familiar words and phrases aloud and pronounce them accurately.

To write simple words and phrases using a model and some words from memory.

**RE**

**Hinduism (AUTUMN 1)** What might a Hindu learn from celebrating Diwali?

To explore teachings about good and evil in the story of Rama and Sita

To describe what moral guidance Hindus might gain from the story of Rama and Sita

To make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma

To identify good and evil in the story of Rama and Sita (English)

To describe what moral guidance Hindus might gain from the story of Rama and Sita

To make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma

To use subject specific language to describe how and why Hindus celebrate Diwali

To explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil

To discuss (with relevant examples) the importance of the belief that good overcomes evil

To suggest people, words or stories that might be inspiring when trying to overcome difficulties in life

To reflect on their own concept of ‘goodness’

To discuss what gives them hope during difficult times

**Christianity (AUTUMN 2)**

**God-How and why might Christians use the Bible?**

**Year 4 Key Question (to be used all year): How should we live our lives? Focus Question (for this investigation): How and why might Christian use the Bible?**

To explore different Christian beliefs about the Bible as the word of God

To explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible

To describe why some Christians might view the Bible as an important source of authority and moral guidance

To explain why Christians might have different views about how to interpret and apply the Bible

To explain why Christians might also look to other sources of authority when making decisions about how to live (e.g. church leaders, prayer, conscience)

To reflect on their own understanding of morality and where it comes from

To raise questions and discuss responses to different ideas about how to live well

**ART**

**To produce a piece of Cave Art using the paint created by the children (linked to Super Starter)**

To look and compare the work of famous cave paintings. (Lascaux)

To make observations based on cave artwork.

To make predictions regarding the purpose of the Cave Art looked at.

To identify and draw the effect of light.

To use a variety of medium.

To create a medium to use.

To evaluate and improve their work.

To mix colours and use different types of brushes/thumbs/hands.

**To create cave paintings to tell a story. (Link to English narrative)**

**SMSC/ PSHE / BRITISH VALUES**

To discuss their unique qualities. (setting targets, highlighting strengths)

To set their own goals.

To know that differences and similarities between people arise from a number of factors.

To recognise a wider range of feelings in others.

To reflect on and celebrate their achievements. (wall in room)

To understand that they have different kinds of responsibilities and rights. (class/home)

To recognise why and how rules and laws protect them. (school rules)

To discuss why different rules are needed in different situations. (school rules)

To take part in making and changing rules. (school rules)

To understand that there are basic human rights shared by all people and all societies and that children have their own special rights.

To take part in setting rules for the classroom. (school rules)

To discuss what makes a positive, healthy relationship.

To develop skills needed to form and maintain positive and healthy relationships.

To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.

To develop strategies to resolve disputes and conflict.

To recognise different types of relationship.

To know that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves.

**PE**

**INDOOR ATHLETICS**

To choose skills and equipment to meet the challenges they are set.

To use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.

To review and evaluate performance and make improvements.

To recognise and describe what their bodies feel like during different types of activity.

To describe what happens to their heart, breathing and temperature during different types of athletic activity.

**INVASION GAMES**

To practise passing to a partner using a number of sending and receiving techniques.

To improve accuracy of passes and use space to keep possession better.

To remain in control of ball while travelling and be able to give reasons why this is important.

To use communication skills to help others know where they are going.

To look when travelling and describe what happens after they have passed ball.

To play games that involve keeping possession and scoring in targets. (3vs 1 and 4vs 1 games).

To choose an appropriate pass and to implement tactics to keep possession.

To find space to receive and support other players.

To know what to think about/do when their team has and hasn't got the ball. To organise themselves differently to play each of the games successfully.

To understand patterns of play- if ball is in a certain position where should players be.

**DANCE**

To improvise freely on their own and with a partner, translating ideas from a stimulus to a movement.

To keep up an activity over a period of time and know what they need to warm up and cool down for dance.

To begin to improvise both independently and with a partner to create a simple dance.

To translate ideas from stimuli into movement with support.

To begin to compare and adapt movements and motifs to create a longer sequence.

To use simple dance vocabulary to compare and improve work.

**SWIMMING** (OWLS Monday afternoon)

To develop basic pool safety skills and confidence in water.

To develop travel in vertical or horizontal position and introduce floats.

To develop push and glides, any kick action on front and back with or without support aids.

To develop entry and exit, travel further, float and submerge.

To develop balance, link activities and travel further on whole stroke.

To show breath control. Introduction to deeper water. Treading water. swim competently, confidently and proficiently over a distance of at least 25 metres.

To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.

**HISTORY (Focus on People, clothing, lifestyle and food).**

To place key dates studied on a time line. (build on this as the term moves on) (what prior knowledge they have e.g. topics before/their lives)

To use dates and terms related to the study unit and passing of time.

To sequence several events or artefacts. (linked to clothing, tools and food)

To use terms related to the period and begin to date events.

To understand more complex terms e.g BC/AD.

To find out about everyday lives of people in time studied. (Compare and contrast – children/men/women, To compare with lives today.)

To identify reasons for and the results of people's actions.

To understand why people may have wanted to do something. To use evidence to reconstruct life in time studied. Y4 -

To identify key features and events of time studied.

To look for links and effects in time studied.

To offer a reasonable explanation for some events.

To identify and give reasons for different ways in which the past is represented.

To distinguish between different sources – compare different versions of the same story.

To look at the evidence available.

To begin to evaluate the usefulness of different sources.

To use a range of sources to find out about the Stone Age-Iron Age. (Cave paintings-Art link)

To observe small details in evidence e.g. artefacts, pictures.

To select and record information relevant to the study.

To use the library and internet for research.

To use evidence to build up a picture of a past event.

To choose relevant material to present a picture of one aspect of life in time past.

To ask a variety of questions.

Clothes- Animal skins, sewing, bones used for tools,

Lifestyle- Farming, Bell Beaker Culture, weapons, copper mines, roundhouses, hillforts,

Food- Hunting, wild animals

**OUTDOOR LEARNING**

To weave using bamboo (DT link) (specific Outdoor Learning session).

Linked to DT targets. (Design, Make, Evaluate).

To create a shelter (Geography- linked to topic overview- Houses).

Plan/map of local area (Geography-mapping).

Making tools using objects from our local environment (History).

Cave Art on the playground using materials created on Stunning Starter (Art)

Cave Art created.

**DT**

**Sewing**

To explore, develop and communicate a design.

To think about their ideas as they make progress and be willing to change things if this helps to improve their work. To measure, tape, pin, cut and join fabric with some accuracy.

To evaluate their product against the original design.

To draw up a specification for their design. To measure, tape, pin, cut and join fabrics with some accuracy.

To sew using a range of different stitches, weave and knit.

**To design a Stone Age tunic. (make comfortable clothes for Ug)**

**Food**

To plan the order of their work before starting.

To demonstrate hygiene, food preparation and storage. To work safely and accurately with a range of tools.

To develop a clear idea, panning how to use materials, equipment and processes.

To select appropriate tools and techniques to make their design.

**To follow Stone age food recipes.**

**MUSIC**

To play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat.

To keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part.

To begin to create and combine a variety of the inter-related dimensions when composing e.g. using dynamics and tempo.

To combine a variety of musical elements when composing using staff and other musical notations

To improvise and develop rhythmic and melodic material when composing

To explain their ideas and feelings about music and review them.

To listen with extended concentration and begin to express their opinion of live and recorded music.

To understand that dynamics means volume and can recognise various different levels.

To hear in a piece of music, refer and compare the different sounds.

**To compose music for a journey through a cave.**

**GEOGRAPHY**

Consider our place in the world whilst:

To describe how the land would have looked in the Stone Age through to the Iron Age.

To compare land usage now with land usage from Stone Age to Iron Age. To consider similarities and differences.

To locate Lancashire and on a map and identify the various land features. To explain the land features.

To locate and name the continents on a World Map.

To locate the main countries of Europe, including Russia.

To learn about a region in the UK in detail.

To create definitions for key physical and human geography features.

To consider physical geography (linked to chosen region): river, channel, flood plain, vegetation, stream, valley etc.

To consider human geography: settlements, shelter, nomadic life etc.

To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features. studied.

**SCIENCE**

To understand and explain the states of matter.

To explore a variety of everyday materials and develop simple descriptions of the states of matter.

To compare and group materials together, according to whether they are solids, liquids or gases.

To understand the processes of melting, evaporation, condensation and freezing.

To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).

To understand all stages of the water cycle.

To understand that water on earth moves in a continuous cycle.

To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**Investigation skills**

To ask relevant questions and use different types of scientific enquiries to answer them.(ALL YEAR)

To set up simple practical enquiries, comparative and fair tests. (ALL YEAR)

To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. (ALL YEAR)

To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. (ALL YEAR)

To gather, record, classify and present data in a variety of ways to help in answering questions. (ALL YEAR)

To identify differences, similarities or changes related to simple scientific ideas and processes. (ALL YEAR)

To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. (ALL YEAR)

To use straightforward scientific evidence to answer questions or to support their findings. (ALL YEAR)

To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. (ALL YEAR)

**KEY VOCAB- States of matter, condensation, evaporation, freezing, melting, processes, degrees, materials, cycle, solid, liquid, gas, particles, reversible, irreversible, precipitation**

**MATHS**

**- Place Value**

To compare and order numbers (beyond 1000) (extend to negative numbers)

To count in 50s, 100s, 1000s and 25s.

To read and write numbers up to 10000

To recognise the place value of each digit in a four-digit number

To partition numbers (up to four-digit numbers)

To partition numbers in different ways.

To read and write numbers with one decimal place

To identify the value of each digit to two decimal places.

To identify, represent, estimate numbers e.g. blank number lines

To round numbers to nearest 10, 100 and 1000.

To find 1, 10, 100 or 1000 more or less than a given a number.

To describe and extend number sequences involving counting on or back in different steps.

Read Roman numerals from I to XII. Extend to read Roman numerals to 100.

**-Addition and Subtraction**

To select a mental strategy appropriate for the numbers involved in the calculation.

To recall and use +/- facts for multiples of 100 totalling 1000 To add and subtract multiples of 100. (To add and subtract 100s.To recall and use addition and subtraction facts for 100.)

To derive and use addition and subtraction facts for 1 and 10 (extend to with decimal numbers to one decimal place).

To add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds

To add and subtract mentally combinations of two- and three-digit numbers and decimals to one decimal place.

To add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. (Extend to including decimals)

To estimate the answer to a calculation and use inverse operations to check answers.

To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

To solve addition and subtraction problems involving missing numbers.

**-Multiplication and Division**

To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

To find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer.

To find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer.

To understand how multiplication and division statements can be represented using arrays.

To recognise and use factor pairs and commutativity in mental calculations.

To recognise the relationship between a known fact and a related calculation e.g. 6 x 4 = 24 and 600 x 4 = 2400

To use knowledge of place value and multiplication facts to divide related larger numbers. e.g. 630 ÷ 9 = 70

To derive and use doubles of all numbers to 100 and corresponding halves Derive and use doubles of all multiples of 50 to 500.

To use partitioning to double or halve any number, including decimals to one decimal place

To choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).

To divide a two-digit number by a one-digit number using a partitioning strategy e.g. 96 ÷ 4 becomes (80 ÷ 4) + (16 ÷ 4)

To use formal methods to multiply and divide. (Multiply two-digit and three-digit numbers by a one-digit number using formal written layout

To divide two-digit numbers (beyond the multiplication facts) by a single digit number using the use the bus stop method where there is no remainder e.g. 72 ÷ 4.)

To divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.

**Related Reasoning Questions across all of the above to show application of skills**

**(White ROSE/NCETML/Investigations/Third Space)**